

1983

# Administrative Support of Library Programs in Selected Public Elementary Schools in Louisiana.

Marjorie Jane Ducote

*Louisiana State University and Agricultural & Mechanical College*

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ADMINISTRATIVE SUPPORT OF LIBRARY PROGRAMS IN SELECTED  
PUBLIC ELEMENTARY SCHOOLS IN LOUISIANA

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ADMINISTRATIVE SUPPORT OF LIBRARY PROGRAMS  
IN SELECTED PUBLIC ELEMENTARY SCHOOLS  
IN LOUISIANA

A Dissertation

Submitted to the Graduate Faculty of the  
Louisiana State University and  
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in

The Interdepartmental Program of Education

by

Marjorie Jane Ducote

B.S., Louisiana State University, 1969

M.Ed., Louisiana State University, 1970

M.L.S., Louisiana State University, 1976

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## ABSTRACT

Administrative support for elementary school library programs was studied with emphasis upon the awareness, attitude, and actions of the principal, and the working relationship between the principal and the librarian.

A survey was conducted in order to determine varying degrees of agreement or disagreement with statements which were indicative of administrative support for school libraries. Questionnaires were sent to one hundred fifty-five principals of schools which were randomly selected, and to one hundred fifty-five librarians of the same schools. Ninety-two percent of the principals (one hundred forty-two) and ninety-six percent of the librarians (one hundred fifty) responded.

The first five statements on the questionnaire were concerned with the principal's awareness of various facets of the library program and his cognizance of any existing problems concerning the library. Weighted with a value of twenty percent of the total estimate of administrative support, it was found that principals were aware of the various facets of the library program and cognizant of existing problems concerning the library at levels ranging from high, in the opinion of principals, to moderate, in the opinion of librarians.

Assigned a value of twenty percent of the total estimate of administrative support, the second set of statements dealt with the principal's attitude toward the library program. Principals and librarians were found to be highly in accord in the belief that the principal's attitude toward the library program was positive.

Weighted with a value of thirty percent, responses from principals and librarians to the third set of statements indicated that there was a moderate degree of administrative support for elementary school libraries, as evidenced by the principal's actions.

Responses to the final set of statements, weighted with a value of thirty percent, revealed that the working relationship between the majority of principals and librarians was satisfactory; however, differences of opinion expressed in some responses indicated dysfunctions in specific school settings.

## Chapter 1

### INTRODUCTION

The elementary school library has become an important element in the education of many students who attend the public schools of Louisiana. The implementation of library services for students in many schools in the state has provided early experiences in the use and enjoyment of books and libraries. It has been observed that an effective library program is one which contributes to the educational goals of the school which it serves and functions as an integral part of the curriculum (Caddo, 1981).

Mary V. Gaver (1962) stated that requisites for an effective school library program included a collection of books, audio-visual materials, and audio-visual equipment; a physical facility in which to house and use the collection; and, a librarian to administer the program. She found that the school librarian was the central figure in the operation of an effective library program. Pearl L. Ward and Robert Beacon (1973), however, noted that in addition to the endeavors of the librarian, other factors were influential in the effectiveness of a library program. Among those factors were the adequacy of the collection, the architectural features of the facility, the number of capable library clerks, aides, and other workers who attend to routine duties, the range of duties of the librarian, and the contributions and support given by various groups.

Support, in both tangible and intangible forms, was indicated



as an important part of the effective operation of a library. The contributions made by students, parents, faculty members, school administrators, school board members, legislators, and other friends of libraries, provide essential benefits for library programs. School administrators, especially superintendents, supervisors of libraries, and principals, were viewed as prominent among those persons who exerted considerable influence upon the establishment of school libraries and the operation of existing programs. Most notable were principals, due to their administrative responsibilities in making decisions concerning library programs within individual school settings (Ward, 1973).

Marc J. Rosenberg (1978) asserted that the degree of effectiveness of a library program was influenced by the amount of administrative support which was given by a school principal. He stated, "A program which has the support of the principal has a far greater chance of success than a program which languishes low on the principal's list of priorities."

Eleanor E. Ahlers (1958) contended that a library oriented principal was one who believed in the value of school libraries and appreciated the contributions which a librarian and a library staff could provide for a school. A supportive principal was one who was interested in the activities of a library program, knowledgeable about the functions and services of a library, and who served as an adult role model for students by using the library himself. A library minded administrator was one who sought ways to improve library services.

Charles L. Trinkner (1962) concluded that administrative support was a vital factor in the success or failure of a library program. The principal's level of awareness of various facets of the library

program, his attitude concerning the value of the library to the school, and his actions in regard to library matters were regarded as indicators of the presence or absence of administrative support. Another indicator noted by Trinkner was the principal's working relationship with the librarian.

The principal's leadership ability was considered as a determinant in the manner in which faculty members and students made use of their school library. Through written and verbal directives, formal and informal statements, and personal example, the principal could motivate and encourage productive use of the library collection. He could also solicit cooperation and compliance with library policies and procedures (Trinkner, 1962).

Rosenberg (1978) indicated that the principal had the power to delegate certain responsibilities and to give limited authority to faculty members. In regard to the library program, the principal might allow the librarian to enforce library policies and procedures and to share in making decisions which concerned the library. It was emphasized that a cooperative working relationship between the principal and the librarian was an effective means of fostering efficiency and productivity in the library program.

Robert L. Amsden (Trinkner, 1962) reported that the principal had a definite role in the library program which involved duties that a librarian might reasonably expect him to fulfill. A librarian might expect to be given the same faculty status as school department heads or school counselors. The librarian might also expect to assist in planning the library schedule and to be provided with sufficient time in the schedule for meetings with individual teachers or with commit-

tees, in order to coordinate library services and activities with classroom instruction.

The principal might be expected to make provisions for non-professional library staff, so that the librarian's time would not be required for routine clerical and maintenance tasks; or, if support staff were not provided, to be given time in the daily library schedule to attend to clerical and maintenance tasks, as well as instructional and managerial duties. The librarian might expect cooperation from the principal in the solution of problems related to the library and shared responsibility for student conduct and activities with classroom teachers while their classes were in the library. Release time from regularly scheduled classes for special library events, such as the observance of Children's Book Week, National Library Week, or book fairs might also be provided by the principal. Moreover, Amsden (Trinkner, 1962) stated that the principal might supplement the library budget with school funds and seek adequate funding to meet library standards through national, state, and local sources.

Duties of the principal in regard to the library building included supervision of the care of the physical facility and authorization of the use of the facility by various individuals and groups. A supportive principal would enlist the cooperation of library patrons and the custodial staff in order to keep the library as clean and as attractive as possible. He would also check on needed maintenance and repair work in order to keep the facility in good condition. In regard to authorization of the use of the facility, Amsden (Trinkner, 1962) stated that the librarian might expect the principal to plan personnel and room assignments so that "the library would not be used as a study

hall or as a regular meeting room except for library related activities."

If a librarian expressed satisfaction with the general working conditions of his job, if he regarded himself as a valued professional with worthwhile services to render to the school, and if he perceived himself and the library program as being recipients of strong administrative support, then it would be probable that a harmonious working relationship existed between the principal and the librarian. If, however, low or negative perceptions were expressed, then dysfunctions were likely to exist in the library program which could be related to a lack of accord concerning the expectations which principals and librarians might have of one another, Amsden (Trinkner, 1962) reported.

Amsden (Trinkner, 1962) continued that the role expectations held by principals and librarians were often tacitly assumed, rather than openly discussed. Misconceptions could persist over lengthy time periods which could cause dysfunctions in a library program. Without administrative support and a cooperative working relationship between the principal and librarian, school library programs might exist, but optimum levels of operation were unlikely to be achieved. With strong administrative support and a cooperative working relationship, however, a library program could assume an important role in the service of students and faculty. Irving E. Lane (Trinkner, 1962) stated:

It is interesting to consider what an outstanding program can result when an understanding administrator and an enthusiastic librarian set out to build a real library program. Each student and teacher in the school will profit.

It was found to be both a challenge and an obligation for principals and librarians to establish and maintain high benefit levels for stu-

dents and faculty in regard to the educational value of the school library (Rosenberg, 1978).

### Statement of the Problem

The purpose of this study was to determine levels of administrative support for library programs in selected public elementary schools in Louisiana, as perceived by principals and by librarians. Areas surveyed included (1) the awareness, attitude, and actions of the principal concerning the library program and (2) the working relationship between the principal and the librarian. The following questions were used to determine degrees of differences among principals and librarians regarding their perceptions of administrative support:

1. To what degree was the principal (1) aware of the various facets of the library program and (2) cognizant of any existing problems concerning the library?
2. What was the principal's attitude toward the library program?
3. To what degree did the principal support the library program through his actions?
4. What was the working relationship between the principal and the librarian?

### Delimitation of the Study

This study was limited to one hundred fifty-five public elementary schools chosen in a stratified random selection. One school was chosen from each of the sixty-four parish school systems and one from each of the two city school districts in Louisiana. Additional schools were determined by the number of schools in the district. One

school was added for each multiple of ten, or the major fraction thereof, according to the total number of elementary schools, approximately fourteen hundred, found in the Louisiana School Directory, 1981-82.

#### Definition of Terms

An elementary school is composed of any span of grades, kindergarten through eight.

A library is a learning center in a school where a full range of print and audio-visual media, equipment, and the services of a librarian are accessible to students and teachers.

A library program is composed of the activities and services provided by the librarian and the library staff.

A library staff is composed of individuals who provide clerical, secretarial, and technical assistance to the librarian.

Media are print and non-print forms of communication and their accompanying hardware.

A school librarian is a person with professional training in library skills and services who has met the certification requirements for work in a school library.

#### Significance of the Study

Descriptions of the responsibilities of the principal toward the school library, as well as descriptions of the principal's expectations of the duties to be performed by the librarian were readily found in the literature. In the sources which were consulted, an optimum working relationship between the principal and the librarian and a high level of administrative support for the library program were

generally assumed. Few references mentioned less than optimum working relationships or low levels of administrative support for library programs; however, those were factors which could have been considered influential in the operation of library programs.

It was found in the study of the literature that administrative support was an essential element in the efficient operation of library programs. Although a principal might perceive himself as a strong supporter of libraries, his actions might not substantiate his perceptions. In such a situation, it was observed that a lack of accord was likely to exist between a principal and a librarian. It was noted that a librarian's work was supervised and evaluated by a principal, but that a librarian had no formal means to evaluate the performance of a principal in regard to administrative support.

This study was an attempt to evaluate levels of administrative support for elementary school library programs through the perceptions of principals and librarians in a randomly selected sample of the population of public elementary schools in Louisiana. The results of the study might be of interest to principals who wished to evaluate their own awareness, attitude, and actions concerning library programs in terms of the responses from other principals and also in terms of the appraisals of librarians. Such an evaluation might serve as the basis of an improved working relationship between the principal and the school librarian.

#### Sources of Data

The primary source of data was from the responses obtained from a questionnaire sent to a randomly selected sample of the population of

principals and librarians in the public elementary schools of Louisiana. Professional journals and books were used in the review of the literature and in obtaining information for the construction of questionnaire items.

### Treatment of Data

#### Construction of the Questionnaire

A Likert scale (Tuckman, 1972) was used in the construction of the questionnaire in order to measure varying degrees of agreement or disagreement with the statements posed for responses. Each statement was directly related to one of the four questions found in the statement of the problem. The four questions were weighted according to their relative value by seven authorities in the field of library science. The total weight of the four questions was one hundred points.

Four areas of administrative support for library programs were considered in the questionnaire: (1) the principal's awareness, (2) the principal's attitude, and (3) the principal's actions concerning the library program; and, (4) the working relationship between the principal and the librarian. Respondents were given an opportunity to submit additional information to the questionnaire by writing comments in the space provided after the last items.

#### Procedure in Obtaining Data

The following items were sent to each principal and each librarian of the one hundred fifty-five elementary schools randomly selected: (1) a copy of the questionnaire, (2) a stamped, self-addressed return envelope, (3) a letter of transmittal, and (4) a letter of intro-



duction from the State Library Supervisor.

An additional copy of the questionnaire and a follow-up letter were sent to principals and librarians who had not responded after an interval of two weeks. After another two-week period, telephone calls were placed to principals and librarians who had not responded to the previous requests for information.

### Analysis of the Data

The data collected were analyzed according to the responses given on the Likert scale which was used in the construction of the questionnaire. Percentages were calculated in each category on the scale for principals and librarians. A total percentage was derived for each of the four questions found in the statement of the problem. Responses from administrators and from librarians were compared to determine areas in which similarities and differences existed.

### Organization of the Study

This study was organized into four chapters:

Chapter 1 included the introduction, the statement of the problem, the delimitation of the study, the definition of terms, the significance of the study, the sources of data, and the treatment of the data.

Chapter 2 was a review of the literature.

Chapter 3 was a presentation and analysis of the data obtained from the responses to the questionnaire.

Chapter 4 was a summary of the study. Conclusions and recommendations were made.

## Chapter 2

### REVIEW OF RELATED LITERATURE

Although the inclusion of centralized libraries at the elementary school level has been a rather recent trend, many young students now receive the benefits of library service. The establishment of elementary school library programs has been considered a justifiable expenditure of taxpayers' funds, because library programs have provided opportunities for enhanced student achievement and development (Davies, 1979). Ruth Ann Davies (1979) stated that Frances Henne and Ruth Ersted, co-editors of the publication, Standards for School Library Programs, 1960, set forth the philosophy that the school library was "a force for educational excellence - a means of enabling each child and youth to achieve full potential as a person, as a learner, and as a citizen."

Mary Virginia Gaver (1962) found that the requisite elements for the implementation of a library program were the collection, the library facility, and the librarian. Once implemented, library programs required continued support to assure an optimum level of operation. Support from the community which the library served, from parents and students, from the faculty and staff, from school administrators and board members, and from legislators, was not only desirable, but necessary (Gibbs, 1966). Eleanor E. Ahlers (1958) emphasized that the support of the school principal was especially important, because he served as the administrative and educational leader of the school.

Robert L. Amsden (Trinkner, 1962) asserted that administrators

defined many aspects of the library program. Decisions concerning scheduling, the range of services to be offered, and the assignment of duties, established the structure and direction of library operations. He concluded that administrative decisions and subsequent actions taken in regard to the library program often reflected the principal's understanding and appreciation of the benefits of a library program.

Philip Baker (1980) found that the principal's expectations of the services which the library program should render and the duties which the librarian should perform comprised the basis upon which he evaluated the success of the library program and the effectiveness of the librarian's work. In a similar manner, the librarian's expectations of the duties which the principal should exercise and of the aid and cooperation which the library program should receive, formed the basis upon which the principal's degree of leadership and administrative support was judged by the librarian.

#### The Library in the Elementary School

Jean E. Lowrie (1961) stated that the philosophy underlying library programs in elementary schools was based upon a combination of good practices in library service to children and a recognition of the needs of the curriculum. Davies (1979) asserted that the elementary school library was an important part of the entire instructional program of a modern elementary school. It served as an instructional materials center which provided information in a variety of formats for classroom instruction and for independent study. The library program supplemented the curriculum by reinforcing and extending classroom work, by instructing students in library skills, and by offering resources which met the

needs and interests of individual students.

The school library was identified as a vital element in the promotion of quality education by supplying a variety of means which served to enrich all phases of the curriculum. It reflected and supported the aims and objectives of the school which it served (Caddo, 1981). Lowrie (1961) observed that the scope of the elementary school library program was both broad and deep. It was unique in the respect that it rendered academic service to all faculty members and students, "from the kindergarten child to the administrator, from the mentally retarded student to the gifted."

Gaver (1962) stated that the resources of the library enabled students to come into contact with information sources which offered various viewpoints of issues. Students could have access to some of the finest examples of literature, art, and music from the past and the present. Books, periodicals, newspapers, art prints, and other forms of printed material, as well as phonograph records, films, tape recordings, and instructional television programs, could provide information in a variety of formats and in varying degrees of difficulty.

Educational research has indicated that the learning process is complex and that each student is unique. Great emphasis, therefore, has been placed upon independent study and the individualization of instruction to meet the particular needs of students. Multi-sensory forms of communication, found in the collections of adequately endowed libraries, have offered a diversity of means through which students with widely varying backgrounds, abilities, and interests could be taught (Davies, 1979).

M. C. Bowden (1962) observed that leaders in curriculum develop-

ment have become more aware of the essential nature of a library in an elementary school - that of providing a "key to increased learning." The American Association of School Librarians (1960) stated that "a good school program required the resources and services of a school library." The Association's publication, Standards for School Library Programs, 1960 (American, 1960), contained the following statement:

It is the right of every child and young person in a democratic society to have the resources of learning easily accessible, primarily because these resources and the school library program that implements their use constitute a fundamental part of the education of youth.

Gaver (1962) believed that providing school library service was a responsibility which rested with school authorities. In a policy statement issued by The Council of Chief State School Officers, the school library was cited as "a service which is intrinsic to the purposes of the school and a basic service to students for which boards of education are responsible (Gaver, 1962)."

Once a local school board had authorized the expenditure of funds for school libraries, it was found to be the duty of the superintendent to administer the program on a district-wide basis. A supervisor of libraries could be employed to assist the superintendent; however, responsibility for the operation of the program of library services within each school rested primarily with the school's principal (Gillespie, 1973).

Ahlers (1958) stated that the principal was a key figure in the planning and operation of the library program. "His guidance and leadership are of paramount importance," she commented. The Hartford Librarians' Association of Hartford, Connecticut (Hartford, 1954), contended that, "When the principal recognizes the library as a service

center of the school and works cooperatively with the librarian and classroom teachers, the library program functions effectively."

Baker (1980) also emphasized the importance of administrative support from the school principal. He maintained that study after study confirmed that one of the most important components of a quality program of education was a principal who was a visible and effective leader. "Outstanding library programs do not exist without the personal involvement and professional commitment of the principal," stated Baker.

The preponderance of evidence gathered in a study by Lowrie (1961) indicated that library programs which had come into fruition were those which had strong administrative support. In a summary of comments made by principals, the library was often mentioned as "the heart of the school", or the "hub of the wheel". Such statements reflected the belief that libraries rendered essential services to their schools. Gaver (1962) stated that such descriptions were based upon the implicit recognition that:

... a good school library is needed in every elementary school, in every secondary school, in rural as well as in urban schools, and in small schools as well as in large ones. With the school library literally the heart of the educational program, the students have their best chance to become capable and enthusiastic readers, informed about the world around them, and alive to the limitless possibilities of tomorrow. It is the responsibility of every school administrator and of every faculty member, as well as every parent, to support the school library and to promote its use.

Harris (Trinkner, 1962) extended the analogy of the library as the "heart of the school" by stating, "It is this heart from which flows the life blood for effective teaching in reading, science, social studies, and health into every classroom."

Gaver (1962) found that having access to library facilities

fostered the development of library competencies at an early age and established a sense of confidence in the use of libraries which was likely to endure into adolescence and adulthood. When children were introduced to the arrangement of library books and materials, interest in the use of the library for reading and research was stimulated.

The importance of centralized library service in elementary schools was emphasized in a school facilities survey conducted by J. Berton Gremillion, Robert E. May, and Richard A. Musemeche (1978):

Reading habits are established in the lower grades, and serious, persistent reading deficiencies may be expected in pupils who do not have access to a variety of reading materials and proper instruction in their use from the earliest school years. Well-equipped centralized libraries organized as library learning centers and staffed by qualified librarians contribute greatly to achievement of curriculum objectives by making available carefully selected materials for the use of teachers and pupils.

Lowrie (1961) concluded that the elementary library was indispensable, because it was the center for the selection, organization, and distribution of materials which enhance student achievement. "Since one of the goals of education is the realization of personal and social efficiency," Lowrie stated, "then the opportunity to investigate many sources of information and to read extensively is a necessity." Furthermore, having access to a school library was found to instill the idea that education was a life-long process which could be aided through the use of libraries.

### History

The growth of elementary school library programs over the past several decades has been great, but the trend has been a comparatively recent development in the history of education. Jewel Gardiner (1955) stated, "While the library has always held an important place in col-

legiate and secondary education, it is only now coming to be widely accepted as an essential feature of the elementary school."

The first school libraries were established in secondary level schools. The collections were usually meager and more suitable for adults than for students. A study by the United States Bureau of Education in 1876, noted that young people below the age of fourteen were not served by libraries. To remedy that deficiency, public libraries began to make provisions for children's reading rooms. By 1900, approximately four thousand secondary school libraries had been established in the United States; elementary school children were still served primarily by public libraries (Whitenack, 1977).

Private educational foundations promoted the development of libraries in the 1920's. Among the contributors were the Carnegie Corporation, the General Education Board, the Rosenwald Fund, and the Rockefeller Fund. By 1927, forty-five of the forty-eight states had laws concerning the establishment of school libraries (Whitenack, 1977).

In 1945, the American Library Association issued its first compilation of national standards for school libraries, School Libraries for Today and Tomorrow. This landmark publication served as a guide for objectives and as a program for implementation for the next fifteen years (American, 1969). School libraries and audio-visual departments in secondary schools increased steadily after World War II. Centralized library service in elementary schools was beginning to come into vogue, although most elementary schools were considered fortunate to have a good selection of library books in classroom collections for the use of their young students (Gardiner, 1955).

Federal legislation of the 1950's, made a significant impact



upon media services in schools. The National Defense Education Act of 1958, included provisions for strengthening instruction in "critical" subject areas, especially science and mathematics. Federal funds were used to purchase audio-visual equipment and materials needed to update and to supplement instruction in science and mathematics. Later, funding was extended to other areas of the curriculum (Whitenack, 1977).

By the early 1960's, approximately one-half of the elementary schools in the United States had centralized library service. The American Library Association issued new standards in 1960, through its newly established division, the American Association of School Librarians. This professional association worked in cooperation with the Department of Audio-visual Instruction, a division of the National Education Association. An advisory board, consisting of representatives from twenty-eight professional and civic associations, provided input into the formulation of the new national standards for media programs. The publication, Standards for School Library Programs, provided specific guidelines for media programs which would aid schools in the implementation of their own particular educational goals and instructional objectives. It listed detailed figures for personnel, facilities, budgets, materials, and equipment in terms of the number of anticipated patrons the program was expected to serve (American, 1969).

The Knapp School Libraries Project, funded by the Knapp Foundation and directed by the American Association of School Librarians, brought the library programs of eight project schools up to the 1960 standards. This endeavor was one of the most successful national demonstration projects ever conducted in media utilization. The eight project schools served as models for other schools. Teams of leaders

from throughout the United States observed the exemplary model programs and returned to their own school districts with ideas and practical suggestions concerning ways in which they might improve their own media services (Sullivan, 1968).

A second venture funded by the Knapp Foundation was the School Library Manpower Project. In the first phase, a study was conducted to analyze the tasks performed in media centers. The second phase was an attempt to identify the competencies needed for professionals who served in school media centers (Whitenack, 1977).

In 1965, federal legislation again made a significant impact upon school libraries. Under the Elementary and Secondary Education Act of 1965, efforts were made to improve library services to educationally deprived children (Davies, 1979). Title I provided funds for the construction and remodeling of library facilities. Title II improved the quality and quantity of library collections. At that time, many school districts without centralized elementary school libraries established school library programs. Title III provided grants for supplementary centers and services (Whitenack, 1977).

New standards for school media programs were issued in 1969, and again in 1975. The 1975 publication, Media Programs: District and School, replaced the earlier publication, Standards for School Media Programs (American, 1975). Both the American Association of School Librarians and the Association for Educational Communications and Technology, formerly known as the Department of Audio-visual Instruction of the National Education Association, expressed "a mutual intent to sustain and improve school media services at every level of operation (American, 1975)." Task forces were formed by each association in 1971.

The objective of Task Force I was to revise existing standards for media programs in schools. Task Force II was to develop joint standards for media programs at the district level. The reports of the two groups were combined into a single publication, Media Programs: District and School, so that media associations, persons in school media services, and other educational leaders could utilize the recommendations to improve educational opportunities for their students (American, 1975).

The years of the 1970's were those of implementation, experimentation, and positive action in the realm of media services for schools. New media, such as instructional television, computer programs, and microfiche, became available for school use. Tape recorders, film projectors, and other forms of conventional equipment became more compact or miniaturized (Davies, 1979).

The addition of media collections to school library programs altered some of the traditional images of the library and changed the focus of many library programs. Multi-faceted programs resulted in new terminology and revised patterns of service (Davies, 1979). The use of new terminology led to some confusion; however, Ralph E. Ellsworth and Hobart D. Wagener (Ward, 1973) found a way to eliminate the confusion in a report which they presented:

In this report, the school library will be called a library, not an instructional or learning center, an instructional media center, a resource center, or any of the other labels currently popular among schoolmen to convey an expanded concept of the library's function. The reason for this simply is that the word 'library' has a time-honored meaning, it is untarnished by fadism or caprice of style, and it is understood by the public as the traditional place where the carriers of knowledge are kept and used.

Lillian Wehmeyer (1975) stated, "Henry David Thoreau, that

lover of nature at Walden Pond, once said that his greatest benefit from Harvard University had been learning to use the library. Today that benefit is available to thousands of elementary school children." She further observed that the multi-media version of the elementary school library provided an even greater variety of materials for young students than in the past.

Although the incorporation of library services into elementary schools has been a comparatively recent development in the history of education, Lowrie (1961) reported that the trend was now well-established. She stated that it had been demonstrated that school library programs were workable and could be achieved through the cooperative efforts of administrators, librarians, teachers, parents, and students in situations where there was "acceptance and an understanding of the educational values inherent in such facilities."

Gardiner (1955) declared that school libraries were essential in elementary schools where textbooks were not relied upon as the sole means of information in the classroom. Engelhardt (1970) noted that the textbook was being replaced by the concept method of presentation as a basis for learning. Davies (1979) stated that it was widely recognized that no single textbook or limited classroom book collection could compete with the variety and scope of a centralized library collection. In an interview session with teachers, conducted by Lowrie (1961), a teacher commented:

The library is a supplementary collection for all unit work in my classroom. We try to teach the use of many sources and how to understand different opinions. It is not possible, or desirable for each classroom to house all instructional materials needed, even for one unit.

Another teacher stated that materials could be borrowed and exchanged

as needed when classrooms were served by a centralized library.

Although the trend toward implementation of library programs in elementary schools has been firmly established, the literature also indicated that there were still schools in which library service was either limited or non-existent. Gaver (1962) encouraged the establishment of library services for elementary school children and emphasized that centralized collections were preferable; because,

... it is under these conditions that all children are most likely to have the services of a full-time qualified librarian, to have access to a large collection of materials which are organized for service and which may be borrowed for home use. Where classroom collections only are found, pupils usually lack the services of a librarian, they are limited to smaller collections of materials, and they miss the experience of learning to use and select from an organized collection.

In order to implement centralized library service, several basic requirements must be met.

#### Requirements

Gaver (1962) stated that the basic requirements of an elementary school library were (1) a collection which included books, audio-visual materials, and audio-visual equipment, (2) a facility in which to organize, house, and use the collection, and (3) a librarian to select, organize and make the collection accessible to the faculty and students. The standards and recommendations offered by the American Association of School Librarians and the Association for Educational Communications and Technology have continued to serve as guidelines for the implementation of quality programs (American, 1975).

Bowden (1962) suggested that each school establish a progressive program for attaining the standards, since "standards present high and difficult goals to attain." Patricia Freeman (1975) declared that

"even though national standards may seem out of reach, the principal, faculty, and community should be aware of them." She stated that copies of Media Programs: District and School (American, 1975) should be made available to interested persons for review. Included in the standards would be found guidelines for library collections, personnel, and facilities.

The collection. Gaver (1962) asserted that the collection;

... must be large enough and varied enough to answer questions arising at any time from classroom work, to provide books for reading by youth in their classes and at home, and to serve as a reservoir from which classroom teachers may draw for their changing classroom needs.

Cited as primary factors in the selection of materials for the collection were the requirements of the instructional program and the needs and interests of the patrons (American, 1975). Gaver (1962) declared that in addition to the funds necessary to establish a basic collection, there should also be provisions for regular annual appropriations. She maintained that the quantity and quality of the collection would be largely dependent upon the amount of financial support which was received and the process of careful selection by the librarian.

The facility. Gaver (1962) stated that the library facility should be adequate in composition and design to meet the needs of the total program of the school which it served. She continued:

The room in which the library collection is kept is, admittedly, less important than the collection itself. But, inadequate quarters can wreck an otherwise good library program. Remember that the purpose of the library is to motivate young people to read; the library, therefore, should be the most attractive suite of rooms in the school.

Research has shown that a pleasant environment produces positive motivational forces, while a depressing environment produces nega-

tive motivational forces and impedes the fulfillment of program goals. Special consideration, therefore, should be given to the library facility when new schools are planned or when existing buildings are remodeled. Furthermore, facilities should be reviewed periodically, in order to evaluate their impact upon the effectiveness of the library operation (American, 1975). The standards for facilities given in Media Programs: District and School (American, 1975) were presented with the following explanation:

Facilities for media programs should support and enhance program activities, contributing to their efficiency of operation. The collection gains power with good facilities, equipment gets more use, production increases, and learners return readily to the media center. All users prefer surroundings that enable them to complete tasks in a satisfying way, whether they are staff members, teachers, or students.

Gaver (1962) encouraged school administrators to obtain ideas, specifications, and standards from their state departments of education, state library agencies, and the American Association of School Librarians before making decisions concerning library facilities. She believed that:

Planning a new school library requires the advice of a specialist; more than that, each school library should be carefully fitted to the needs of the number of readers it will serve, to the particular library collection, and, most of all, to the program of services it will provide for the school curriculum. It is only fair, and certainly sensible, that the librarian who is to work in the library should be consulted before the plans get under way.

Gaver continued that the facility and collection were important aspects to be considered by a principal when implementing a program of library services; however, the most important decision to be made was the selection of a librarian.

The librarian. Gaver (1962) stated that the employment of a

well-qualified librarian was essential for the operation of an outstanding library program, because "good library service rests upon what the librarian does with the space and the collection."

In a letter to principals and librarians, Betty McNeese (Caddo, 1981), Assistant Superintendent of Curriculum and Instruction for the Caddo Parish School System in Shreveport, Louisiana, affirmed the position that a librarian who contributed professional expertise was important to a school. She stated, that "the professional librarian who provides curricular help to teachers, counseling for students, and direction to all in the discovery and use of the latest educational materials and equipment is an invaluable asset to the school."

According to the job description listed for school librarians in Caddo Parish schools (Caddo, 1981), qualifications for employment included a bachelor's degree which met the requirements in Louisiana for a teaching certificate, and certification in library science. Three years of successful teaching experience were preferred. And, although not required, a librarian might elect to go beyond certification requirements by earning a master's degree in library science.

Among the characteristics listed in the job description for Caddo Parish school librarians were "the physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control, the ability to organize the library in an efficient and attractive manner and to promote the use of all materials," and the congeniality "to welcome every student and staff member to the library and to present a warm, inviting atmosphere (Caddo, 1981)."

Lowrie (1961) described a well-qualified librarian as a "professionally certified person with an understanding of library practices,



reading guidance, curriculum trends, instructional techniques, and the growth and development of children." She mentioned that the librarian must have "a sense of critical evaluation, as well as a personal appreciation of books" and that the librarian must be able "to create a happy environment for human relationships and foster delight in the use of library materials."

"The person selected as librarian," commented Bowden (1962), "should possess the ability to work well with people of various ages and should be able to provide the services of the library to children, teachers, and administrators in an enthusiastic manner." Gaver (1962) believed that the librarian must be "the kind of person who is awake to the interests of youth and can help them relate their needs to books." According to Ahlers (1958), a librarian was a person with "specialized training in library science, one who knows books and other materials, is acquainted with methods of selection, evaluation and processing, and is aware of the library needs of children and teachers."

Benjamin C. Willis (Trinkner, 1962) declared that:

In order to work effectively with the curriculum and with classroom teachers, and to serve in the dual capacity of librarian and teacher, the school librarian must have a knowledge of the curriculum and curriculum practice, the principles of teaching, and an understanding of children and adolescents - how they grow and develop.

Jack L. Delaney (1976) noted that the elementary school librarian who was responsible for a multi-faceted library program might be required to be a "super-librarian" - someone expected to exercise professional competence in the instruction of library services which included both print and non-print media, along with its accompanying hardware, and the management of the clerical and routine duties necessary for the efficient operation of any library. Lowrie (1961) stated that elemen-

tary school librarians were responsible for "many-faceted programs"; while Gaver (1962) commented that, "The librarian must be a specialist in two fields - education and librarianship."

It was indicated in the literature that the librarian, as a specialist in education, was responsible for the instruction of students in the use of the library and in the care of books, as well as other library materials (Caddo, 1981). The librarian, in conjunction with classroom teachers, was responsible for planning activities which would promote interest in reading, for instruction in library skills, and for the reinforcement of appropriate behavior when in the library (Delaney, 1976). Ahlers (1958) stated that a program of library instruction, integrated with classroom work was effective and functional when "principals, teachers, and librarians plan together and are concerned, each with his own particular contribution, to the development of library skills needed by students."

Gaver (1962) asserted that formal instruction in the use of a library was vital. She stated:

This particular aspect of a school library program takes on added significance for our young people who must find their place in the coming world of automation, where ability to locate, organize, and make sure of information on subjects perhaps not dreamed of will be a skill crucial to their success in life. It is not the only contribution of the school library program, but is bound to be of increasing importance. Nothing the child learns in school is likely to continue to serve him so well throughout his life as the love of books and skill in the use of materials.

Ahlers (1958) maintained that acquiring library skills was a discipline which "when experienced by a child, under the direction of a librarian," would give him "sufficient mastery of library tools and the ability to transfer this learning to the various areas of class work, as the need arose." She continued, that to become efficient and intelligent users

of library materials, children must:

... acquire such basic library skills as the knowledge of the arrangement of books and other materials in the library; skill in the use of library tools and aids - indexes, catalogs, and special reference books; skill in note taking, outlining, and the compiling of bibliographies; knowledge and pleasure to be gained from reading as a lifetime habit, and from the use of resources of the school library and other libraries in the community.

In an interview conducted by Gaver (1962) with a Dean of Freshmen at Harvard, the Dean stated that the possession of real skill in the use of a good library was indispensable in college work. "This kind of skill taught at the school level, based on the use of a good library and closely related to the curriculum," he declared, "can save a Freshman one to two semesters of course work here."

Ahlers (1958) stated that the librarian must work, therefore, in close cooperation with teachers and administrators to plan a program of instruction in library skills which, when acquired by students, would give them "a feeling of security and adequacy as they use their school and public libraries, and later, the reference departments of college and university libraries."

In addition to the duties as an instructor of library skills, it was found that a school librarian was responsible for the administration and management of a functional and efficiently operated library. As the administrator of a full range of library services, the duties of an elementary school librarian included the development, organization, and supervision of the use of the entire collection of books, audio-visual materials, and equipment. The librarian was responsible for the management of routine operations and clerical work necessary to provide proper circulation and maintenance of the collection, either through the supervision of members of a library staff, or through his own ef-

forts, if competent support staff members were limited in number or altogether unavailable (Delaney, 1976).

One of the administrative functions named as a duty of a librarian was the promotion of the use of the collection. Lowrie (1961) stated that it was the responsibility of the librarian to stimulate interest in the use of the library, to encourage independent reading, and to foster good reading habits. She described the duties of the librarian in the following manner:

It is the responsibility of the librarian to provide books which will expand the reading interest and vocabularies of the students and will guide them into the delights of reading for enjoyment as well as information, and to stimulate interest through book talks, story hours and other devices. It is the purpose of the school library to surround boys and girls with books representing the finest in literature as well as books that will serve as stepping stones to these; with books which provide the 'best' for the beginning readers and for the advanced readers; with books that will present adventure or humor, mystery or sports, fairy tales or romance, sad stories or family stories, travel or lives of famous people - whatever the particular interest may be at a particular time.

Through the use of displays and attractive settings, it was found that the librarian created a pleasant and stimulating environment which aroused interest in the contents of the library. Observance of such events as National Library Week and Children's Book Week, and activities such as book fairs, library clubs, and book reviews were used to promote interest in reading (Caddo, 1981). "It is the special privilege of the librarian," declared Gaver (1962), "to open the door to the great world of books."

Bowden (1962) stated, "The librarian can, in cooperation with teachers, guide the reading habits of children into balanced, constructive, enlarging interests." "Through individual contacts," commented Gaver (1962), "the librarian can help both the poor readers and the

gifted readers, as well as the great middle group, to find the books suited to their abilities and their interests." And, Ahlers (1958) maintained that as a librarian encouraged students to become independent and competent users of the elementary school library, he built a foundation for the proficient use of all types of libraries and instilled a lifelong habit of library patronage.

Another function named as a duty of a librarian was to assist students involved in research projects. In this capacity, the librarian cooperated with teachers in coordinating classroom work with library use (Caddo, 1981). Gaver (1962) declared that good library service depended upon a cooperative program developed by the librarian and each classroom teacher which was derived from classroom assignments. Ahlers (1958) stated that library instruction that was integrated with class work and taught as needed, became a meaningful and interesting experience for children. According to Gaver (1962), "A program of planned assignments which gradually develops proficiency in reference work is an important part of the education of young students." She continued that assignments must be made from a carefully planned program so that:

... the result is that as the child progresses from elementary through secondary grades, he becomes increasingly skillful and independent in his use of books and other materials as information tools. It cannot be miraculously taught by three lessons at the end of the senior year. It must be systematically developed from the primary grades right through to the senior year of high school.

It was found that the librarian was responsible for guiding students in effective study practices, objective thinking, and the acquisition of an enthusiasm for inquiry and research (American, 1975).

In the administration of the audio-visual component of the library program, the elementary school librarian made such media as films,

tape recordings, and phonograph records available for individual or group instruction. The audio-visual materials and equipment of the library were to be maintained and circulated in an efficient manner (Caddo, 1981). Another activity often assumed by an elementary school librarian was the supervision of instructional television usage. Recording instructional television programs, scheduling classes for viewing pre-recorded programs, and operating video equipment were found to be among the duties of an elementary school librarian (Benson, 1975).

Other administrative duties included the preparation of reports, the preparation of book orders and orders for the purchase of new materials and equipment, the preparation of books for rebinding, and the inventory of books, audio-visual materials, and equipment. It was found to be the responsibility of the librarian to confer with teachers "to ascertain curricular needs and to advise them of appropriate materials to support these needs," to seek "student and staff recommendations regarding the selection of suitable library media," and "to serve on curriculum or other school committees when the librarian's schedule allows time for meetings (Caddo, 1981)." The librarian was encouraged "to utilize parents and community resources in order to enhance the library program (Caddo, 1981)."

Managerial duties of the librarian were found to be dependent upon the size and competence of the library support staff. Many routine duties and simple procedures were assigned to library clerks, aides, and student workers when such help was available (Delaney, 1976). According to the 1975 edition of the standards for school libraries, Media Programs: District and School (American, 1975);

Employment of sufficient technical and clerical staff to work

under the guidance of media professionals is essential to program realization and to promote efficient and economical staffing. Technicians and aides perform a variety of essential, time-consuming tasks, contribute to the efficient operation of the media program, and release professionals to work in the areas of their expertise.

The standards (American, 1975) also stated that:

... each school with an enrollment of two hundred fifty students requires a full-time media specialist. Additional professional staff members are required to respond to the needs of users in schools with larger enrollments and to provide a full range of media services.

Under optimum conditions support staff members, paid or voluntary, assisted the librarian in circulating books and library materials, in returning items to their proper places, in maintaining the shelf list and card catalog, in keeping materials and equipment in usable condition, and in numerous other tasks (Caddo, 1981).

In reference to the support staff of a school library, the following statement was made in the 1975 edition of the standards for school libraries (American, 1975):

Support staff of media technicians and media aides should be in size and in variety of competencies to insure that the media program operates efficiently, that sufficient technical and clerical skills required to perform particular media services are available, and that the time of media professionals is not usurped to perform support-level tasks.

It was concluded, therefore, that the managerial duties of the librarian consisted of the supervision of members of the library support staff or, in the absence of support staff, of the performance of clerical duties and routine tasks by the librarian himself. Delaney (1976) noted that the range of duties which the librarian was expected to perform and the number of conflicting demands placed upon a librarian's time were factors which contributed to the level of effectiveness at which a librarian was able to operate the library program. The library standards (American, 1975) stressed that, "Staff in sufficient number is an indis-

pensable part of a functional media program."

Gladys L. Potter (Trinkner, 1962) stated that a school library was a "service agency, a teaching agency, and a materials center, as well as a reading center." She declared that, "A good library with a good librarian is indispensable to an efficient school." Ralph L. Peterson (1979) maintained that:

Power is rarely used to characterize or conceptualize the position of the school media specialist. Nonetheless, it is a fact: the media specialist is in a key position when it comes to exercising influence over what goes on in the classroom. Although the power is not formal, no one else is in a position to match the media specialist's day-to-day impact.

The librarian is in a position to truly help both faculty and students. He is a colleague of all the teachers and a teacher of all the children.

Lowrie (1961) concluded that the scope, service, and effectiveness of the library program rested primarily upon the cooperative efforts of teachers and administrators with the librarian. She stated:

The understanding shown through adequate financial support, through cooperative planning in the use of materials, through stimulation of students to become effective library users; constant use of the library as a center for reading pleasure, a source for individual informational needs; the acceptance of the librarian as a regular member of the faculty and an important contributor to curriculum planning - all of this is necessary for the development of the enriched library program for elementary school children.

Gaver (1962) referred to the support component of the library as "the invisible ingredient - the understanding and help given to the school library by an administrator and faculty who appreciate the contribution of the school library to today's schools and motivate the students to be effective library users." Without the support of the principal and faculty, Gaver continued, "most of the books will sit on the shelves unread, the reading room will be used primarily for a study hall, and the librarian will work in vain to meet standards for good library ser-



vice."

### Administrative Support of the Elementary Library Program

As the instructional leader of the school, the elementary school principal occupied a strategic position in the development of good library service for children. According to the Hartford Librarians' Association of Hartford, Connecticut (1954), "The principal should have an understanding and appreciation of the value of a library in an elementary school." Kuehn (1975) stated that a library oriented principal was one who believed that the library was an essential and integral part of the school and its curriculum; while, Lowrie (1961) commented that the principal's attitude and vision were "the keys to the success of the library program."

Gibbs (1966) maintained that the understanding and support of the building principal were absolutely essential. "His interest and understanding help to determine attitudes and working relationships among the staff," declared Ahlers (1958). Rheta Clark (1958) remarked, "When the principal is concerned with the library's growth and well-being, everyone in the school feels his support of the program." Davies (1979) stated:

It is the principal who sets the educational priorities for his faculty; it is the principal who, by his attitude, encourages the teachers to plan with the library media specialist for class, group, and individual student use of the library media center.

It was found that the school administrator was responsible for making decisions, such as the expenditure of funds, the allocation of space, and the assignment of duties to personnel, which influenced the library program directly, or indirectly. "Schools depend heavily upon administrative authority in decision-making. Consequently, the control

center of the institution, as schools are managed today, is the administrator," asserted Davies (1979). Delaney (1976) stated that the principal, endowed by the school board with formal authority, had the power to lead his school toward the establishment and perpetuation of outstanding library service for students.

### The Role of the Principal

The role of the principal in the development of the library program was envisioned by Lowrie (1961):

... to know the resources available in the school library and to encourage teachers to use them, to help the librarian and teachers integrate the library program with the total school program, to evaluate periodically the success of the library program, and to interpret the library program to the community and to solicit the community's assistance in its improvement.

Gaver (1962) stated that it was the responsibility of the administrator to include the librarian in the policy planning committee of the faculty, to consult the librarian when planning a new library building or remodeling an old one, and to constantly strive to meet library standards in terms of personnel, the budget, and the collection. Gaver advised principals:

... to see that a library is included when planning new school buildings and to see that it is kept there. To let a library be cut out because it is too 'expensive,' or to commandeer it for other purposes after the school is open, is to handicap all the children in the school - a dubious 'saving.'

In order to aid the library program in becoming a vital force in the instructional program of the school, the Maryland State Department of Education (1971) recommended that principals should:

... give active, visible support to the library media specialist and the media program by participating in media program activities; support adequate budgets for the library media center so that the needed materials in varied formats will be available in the school; and, seek to provide clerical assis-

tance for the library media specialist, with a realization and understanding that with support personnel as a part of the media team, students and teachers will have greater access to the professional services of the library media specialist for instructional development activities.

Among the suggestions to principals to promote cooperation between principals and librarians recommended by McNeese (Caddo, 1981) were:

... to show a genuine interest in and appreciation of the library, to encourage the librarian to be innovative in exploring new ways of improving services to students and teachers, to push for adequate staffing to implement a full range of library services, to include the librarian in planning for the purchase of all instructional materials and equipment, to include the librarian in the formation of any school policy affecting the library or its program, and to support the librarian in the implementation of library policies.

Ahlers (1958) listed several objectives to be considered by a principal in regard to the library program:

... to formulate a philosophy which encompasses the library as a materials center, a working laboratory where children can become independent users of its resources, to provide as adequate a library staff, facilities and materials as possible, and to work with teachers and the librarian to plan an integrated program of library instruction.

It was recommended that additional personnel and space accompany expansions in student enrollment or new concepts in library service (Caddo, 1981). Ann McLeod (1978) reminded administrators that "the harried librarian" was one who was over-burdened by an arduous schedule and frustrated by demands which could not realistically be met due to lack of time or personnel. Phyllis Kuehn (1975) stated that it was the responsibility of the principal "to see that professional talents are not consumed with minutiae. Processing materials in one of the most time-consuming tasks faced by the media specialist." McNeese (Caddo, 1981) recommended that administrators "provide clerical help for the librarian so that the librarian is not forced to do clerical

tasks more logically done by a competent clerk; or in lieu of clerical help, to insure ample time in the schedule for these tasks to be done."

Lane (Trinkner, 1962) stated that the library should "be considered by student and faculty alike as a place of privilege and used accordingly. The library, needless to say, should not be used as a dumping ground for discipline problems from the classroom." It was stressed that the principal, as the highest executive in the hierarchy of school administrators at the building level, had the authority to determine the policies and procedures to be followed regarding the use of the library and its resources.

In lending administrative leadership and support to the library program, it was found that the principal expected optimum library service for the school. Bowden (1962) declared that in order to maintain administrative and community support, the library program had to "do an effective job with children."

#### Expectations of the Principal

Expectations concerning the services which library programs should render varied. Amsden (Trinkner, 1962) stated that a principal expected a librarian:

... to have a warm, friendly interest in every boy and girl and in every staff member, to organize the library room (or rooms) efficiently and attractively, to make suitable arrangements with the faculty so that every pupil in school is trained in the essential knowledge and skills for the use of both school and community libraries, and to spend time with each teacher; and, in the case of new teachers, a considerable amount of time, to help faculty members learn (and most teachers need to learn on the job) how to relate their teaching to good library services and materials.

Baker (1980) stated that a principal expected the librarian to "present a library program which influences teachers and pupils positively" and to be "receptive to new ideas and to bring them to the attention of the

staff." Gibbs (1966) maintained that principals expected to be "consulted regularly and to be asked for advice on how to help improve library services."

"The principal expects strong leadership from the librarian in guiding the administration to make schedule, budget, and space provisions to expand and improve library services as needed," commented Amsden (Trinkner, 1962). He continued:

The principal expects the library to be the heart of the school. It should be as efficient and attractive as its physical limitations will permit. And most important, the principal expects from the librarian far more than technically competent library work. He expects the librarian to be a superior teacher, a counselor, and a supervisor. The librarian should make as much desirable difference to the quality of the school as any member of the teaching or administrative staff.

According to Rosenberg (1978), the principal expected the librarian:

... to be active in curriculum decision-making, to seek out innovative teachers who are interested in instructional development and media utilization, to show student and teacher projects to the principal in order to make the principal aware of what is going on at the library media center, to be personally visible, and to communicate.

Communication was stressed as a particularly important factor, because it was an essential ingredient in a mutually agreeable working relationship between the principal and the librarian. Rosenberg (1978) stated, "The principal must not only make his expectations known to the librarian, but he must also be receptive to the expectations which the librarian may have of him in regard to the library program."

#### Expectations of the Librarian

"The library-media specialist has expectations of the principal, too," stated Baker (1980). He continued:

Foremost, the specialist must have the assurance that the principal is truly interested in the library-media program. This in-

terest must be reflected in the principal's attitude ...

Of paramount importance is the principal's support of an adequate budget for the program ... And, once the budget is established, the principal should safeguard these funds to prevent them from being sacrificed to the latest fad or fancy.

Amsden (Trinkner, 1962) listed several expectations which librarians had of principals. Among those expectations were the following:

... that the principal would set up his master schedule and plan personnel and room assignments so that the library would not be used as a study hall or as a regular meeting room except for library related activities; that the principal would budget sufficient time to permit the librarian to get into certain classes and to attend pertinent curriculum and supervisory meetings; that the principal would make budget provisions for library clerical help; and, that the principal would give the librarian the same status as department heads or counselors.

Baker (1980) declared that the principal should "regard the library-media specialist as a valued member of the school's professional team."

In order to show appreciation for strong administrative support for library programs, the American Association of School Librarians established an award for outstanding school executives in 1968. Delaney (1976) explained:

Recognizing the influence of the principal, the American Association of School Librarians, in 1968, began giving an annual prize to administrators who further the role of the library in the school. Called the Distinguished Library Service Award for School Administrators, the award is given annually to as many as three superintendents or principals.

The Louisiana Association of School Librarians (Louisiana, 1982) established the "Educator's Award" for a school superintendent, building principal, curriculum supervisor, or administrator directly responsible for a school or group of schools, for contributions to the concept of effective school library services and success in interpreting the role of the school library in the educational program.

"The principal and the library-media specialist need each other

to do their jobs well," stated Baker (1980). His statement and others in the literature indicated that both principals and librarians worked to obtain programs of quality library service for students. It was concluded that principals and librarians should communicate their goals, objectives, and expectations, therefore, so that they might support mutual endeavors to implement and to perpetuate outstanding library programs. Gaver (1962) concluded, "When you work for better public and school libraries, you are doing more than improving a local service. In a very real sense, you are promoting the well-being of the nation's greatest resource and hope for the future - its children."

## Chapter 3

### PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this study was to survey the perceptions of principals and librarians in randomly selected public elementary schools in Louisiana, in order to determine the status of administrative support of elementary school library programs. The major questions under consideration were:

1. To what degree was the principal (1) aware of the various facets of the library program and (2) cognizant of any existing problems concerning the library?
2. What was the principal's attitude toward the library program?
3. To what degree did the principal support the library program through his actions?
4. What was the working relationship between the principal and the librarian?

A questionnaire was devised by the author and reviewed by a panel of authorities in the fields of library science and education. Each statement in the questionnaire was derived from the literature and was directly related to one of the four major questions under consideration. Each was given a weighted value, as determined by the panel of experts, according to its relative importance to the whole study. The total weight of the four major questions was one hundred points.

One hundred forty-two principals, representing ninety-two percent of the one hundred fifty-five randomly selected, responded to the questionnaire. One hundred fifty librarians, representing ninety-six percent of the one hundred fifty-five contacted at the same schools of



the principals who had been selected at random, responded to the questionnaire. The combined responses from both groups represented a ninety-four percent return.

Identical questionnaires were divided into two groups: (1) principals and (2) librarians. A Likert scale was used for each item in the questionnaire. Percentages were calculated from the responses from each group. Composite percentages were derived from each group of questions designed to relate to one of the four previously stated major questions.

Degree of Principal's (1) Awareness of the Various  
Facets of the Library Program and (2) Cognizance  
of Any Existing Problems Concerning the Library

In this section, the perceptions of principals and librarians concerning the principal's level of awareness and cognizance of problems pertaining to the elementary school library program were compared and contrasted.

Familiarity with Library  
Services

There was a high degree of consensus among principals and librarians concerning the belief that the principal was familiar with the services of the library. As shown in Table 1, sixty-six percent of the principals who responded strongly agreed with the first statement in the questionnaire. Thirty-four percent agreed with the statement. None were undecided, and none disagreed or strongly disagreed. Responses from librarians showed that sixty-two percent strongly agreed with the statement. Thirty-two percent were in agreement, one percent was undecided, four percent disagreed, and one percent strongly disagreed. Therefore, one hundred percent of the principals, a total of

one hundred forty-two, and ninety-seven percent of the librarians, a total of one hundred forty-two, indicated that the principal was familiar with the services of the library.

#### Knowledge about Library Operations

It was found in Table 2, that all principals believed that they were knowledgeable about the operation of the library. A few librarians, however, disagreed with that opinion or were undecided. Eighty principals (fifty-six percent) strongly agreed that they were knowledgeable about the operation of the library. Sixty-two principals (forty-four percent) agreed, while none were undecided or in disagreement with that opinion. Among the librarians, fifty-two (thirty-five percent) strongly agreed and sixty-five (forty-three percent) agreed. Fourteen (nine percent) were undecided, sixteen (eleven percent) disagreed, and three (two percent) strongly disagreed. A total of nineteen librarians (thirteen percent) expressed the opinion that their respective principals were not knowledgeable about the operation of the library.

#### Awareness of Library Policies and Procedures

Ninety-eight percent of the principals and eighty-two percent of the librarians were in agreement that the principal was aware of library policies and procedures. As shown in Table 3, eighty-four principals (fifty-nine percent) strongly agreed, and fifty-six (thirty-nine percent) agreed with the statement. Two principals (two percent) were undecided. Sixty-one librarians (forty-one percent) strongly agreed, sixty-two (forty-one percent) agreed, and thirteen (nine percent)

Table 1

Responses of Principals and Librarians Regarding the Opinion  
that the Principal was Familiar with the  
Services of the Library

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	94	66	48	34	0	0	0	0	0	0	142
Librarians	93	62	49	32	1	1	6	4	1	1	150

Table 2

Responses of Principals and Librarians Regarding the Opinion  
that the Principal was Knowledgeable about  
the Operation of the Library

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	80	56	62	44	0	0	0	0	0	0	142
Librarians	52	35	65	43	14	9	16	11	3	2	150

were undecided. Twelve librarians (eight percent) disagreed, and two (one percent) strongly disagreed. A total of fourteen librarians (nine percent) were in disagreement with the opinion that the principal was aware of library policies and procedures.

Knowledge of the Duties  
and Responsibilities  
of the Librarian

Among the principals, one hundred thirty-nine (ninety-eight percent) believed that they were knowledgeable about the duties and responsibilities of the librarian; moreover, one hundred twenty-three librarians (eighty-two percent) were in agreement. It was reported in Table 4 that ninety-four principals (sixty-six percent) strongly agreed, forty-five (thirty-two percent) agreed, and three (two percent) were undecided. Sixty-three librarians (forty-two percent) strongly agreed, and sixty (forty percent) agreed with the statement. Fourteen librarians (nine percent) were undecided, seven (five percent) disagreed, and six (four percent) strongly disagreed. A total of thirteen librarians (nine percent) were of the opinion that the principal was not knowledgeable about the duties and responsibilities of the librarian.

Awareness of Problems  
Related to the Library

As disclosed in Table 5, ninety-nine percent of the principals, a total of one hundred forty, were in agreement that the principal was aware of problems related to the library. Fifty-five percent of the principals strongly agreed, forty-four percent agreed, and one percent were undecided. Seventy-two percent of the librarians, or one hundred eight, indicated agreement with the statement. Among those librarians in agreement, thirty-seven percent strongly agreed, and thirty-five

Table 3

Responses of Principals and Librarians Regarding the Opinion  
that the Principal was Aware of Library  
Policies and Procedures

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	84	59	56	39	2	2	0	0	0	0	142
Librarians	61	41	62	41	13	9	12	8	2	1	150

Table 4

Responses of Principals and Librarians Regarding the Opinion  
that the Principal was Knowledgeable about the Duties  
and Responsibilities of the Librarian

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	94	66	45	32	3	2	0	0	0	0	142
Librarians	63	42	60	40	14	9	7	5	6	4	150

percent agreed. Eighteen percent, or twenty-six librarians, were undecided. Six percent, or ten librarians, disagreed, and four percent, or six librarians, strongly disagreed. A total of forty-two, or about one-fourth of the librarians, were therefore, either in disagreement with the statement or undecided about the principal's awareness of problems related to the library.

Summary of Responses  
from Tables 1-5

In order to answer the first major question of the study, the responses from Tables 1-5 were summarized in Table 6. It was revealed in Table 6 that there was a general consensus of agreement among principals and librarians concerning the principal's awareness of the various facets of the library program and cognizance of existing problems. The composite percentages of responses among principals from Tables 1-5 indicated that sixty-one percent strongly agreed with the first five statement on the questionnaire, thirty-eight percent agreed, and one percent were undecided. No principal indicated disagreement with any statement. Responses from librarians disclosed that thirty-nine percent were in agreement with all five statements, while another forty-three percent were in strong agreement. Nine percent reported that they were undecided; while, seven percent of the librarians disagreed, and two percent strongly disagreed. Ninety-nine percent, or a total of one hundred forty-one principals, and eighty-two percent, or one hundred twenty-three librarians, therefore, were in agreement with the first five statements. They believed that the principal was aware of the various facets of the library program and cognizant of any existing problems. In the opinion of principals, the degree of awareness and



Table 5

Responses of Principals and Librarians Regarding the Opinion  
that the Principal was Aware of Problems  
Related to the Library

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	78	55	62	44	2	1	0	0	0	0	142
Librarians	55	37	53	35	26	18	10	6	6	4	150

cognizance was high; while, in the opinion of librarians, the degree was moderate.

Weighted by a panel of experts at four points each, the first five statements on the questionnaire were valued at twenty points. They were counted as twenty percent of the total estimate of administrative support for elementary school library programs in Louisiana.

#### The Principal's Attitude Toward the Library Program

The perceptions of principals and librarians concerning the principal's attitude toward the library program were considered in the second set of statements on the questionnaire.

#### Belief that the Library Was Important to the School

As shown in Table 7, one hundred forty-one principals (ninety-nine percent) and one hundred twenty-eight librarians (eighty-six percent) agreed that the principal held the belief that the library was important to the school. Seventy-three percent of the principals indicated that they strongly agreed with the statement, and twenty-six percent agreed. One percent, or one principal, was undecided. Thirty-eight percent of the librarians agreed, and forty-eight percent strongly agreed. Six percent, or ten librarians, were undecided. A total of eight percent, or twelve librarians disagreed with the statement that the principal believed that the library was important to the school. Six percent, or nine librarians, registered disagreement, and two percent, or three librarians, strongly disagreed.

#### Positive Statements Made to the

Table 6

Summary of Responses of Principals and Librarians in Tables One Through Five which Indicated the Degree to which the Principal was  
(1) Aware of the Various Facets of the Library Program  
and (2) Cognizant of Any Existing Problems

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	430	61	273	38	7	1	0	0	0	0	710*
Librarians	324	43	289	39	68	9	51	7	18	2	750*

\* Figure represents a summary of the respondents in Tables 1-5.

Table 7

Responses of Principals and Librarians Regarding the Opinion  
that the Principal Believed that the Library  
was Important to the School

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	104	73	37	26	1	1	0	0	0	0	142
Librarians	72	48	56	38	10	6	9	6	3	2	150

Faculty about the Contributions  
of the Library to the School

As reported in Table 8, one hundred forty-one principals (ninety-nine percent) held the opinion that they made positive statements to the faculty about the contributions of the library to the school. Of the one hundred forty-one, thirty-seven (twenty-six percent) agreed, and one hundred four (seventy-three percent) strongly agreed. One hundred twenty-one librarians (eighty-six percent) were in agreement. Of those, seventy-two (forty-eight percent) strongly agreed, and fifty-six (thirty-eight percent) agreed. One principal (one percent) was undecided; and, ten librarians (six percent) were undecided. No principals indicated disagreement; however, a total of twelve librarians (eight percent) did not believe that the principal made positive statements to the faculty concerning the contributions of the library. Of those twelve, nine (six percent) disagreed, and three (two percent) strongly disagreed.

Interest in Improving the  
Library Program

It was revealed in Table 9 that one hundred percent of the principals (one hundred forty-two) expressed an interest in improving the library program. Eighty-five percent of the librarians (one hundred twenty-seven) agreed with them, while nine percent (six) disagreed. Seventy percent of the principals (one hundred) strongly agreed, and thirty percent (forty-two) agreed. Of the librarians, fifty-six percent (eighty-three) strongly agreed, twenty-nine percent (forty-four) agreed, six percent (nine) were undecided, seven percent (eleven) disagreed, and two percent (three) strongly disagreed. A total of nine percent of the librarians (fourteen) disagreed with the statement that

Table 8

Responses of Principals and Librarians Regarding the Opinion  
that the Principal Made Positive Statements to the  
Faculty about the Contributions of the Library

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	104	73	37	26	1	1	0	0	0	0	142
Librarians	72	48	56	38	10	6	9	6	3	2	150

the principal indicated interest in improving the library program.

Support of the Policies and  
Procedures of the Library

One hundred percent of the principals affirmed that they were supportive of the library's policies and procedures; and, eighty-seven percent of the librarians (one hundred thirty-one) agreed with them. As disclosed in Table 10, seventy-two percent of the principals (one hundred two) strongly agreed, and twenty-eight percent (forty) agreed. Among the librarians, fifty-one percent (seventy-seven) strongly agreed and thirty-six percent (fifty-four) agreed. Seven percent of the librarians (ten) did not believe that the principal was supportive of the policies and procedures of the library. Of those, four percent (six) disagreed, and three percent (four) strongly disagreed. Six percent of the librarians (nine) were undecided.

Adequacy of the Library Staff  
in Terms of Numbers

Table 11 revealed that opinions concerning the adequacy of the number of library staff members were diverse. Those differences of opinion reflected existing conditions in each school and variations in the judgment of those conditions by the respondents. Twenty-four percent of the principals (thirty-four) strongly agreed that the existing staff was adequate in number to achieve the objectives of the library program, and thirty-three percent (forty-six) agreed. However, twenty-three percent of the principals (thirty-two) disagreed, and sixteen percent (twenty-four) strongly disagreed. Among the librarians, thirteen percent (twenty) indicated strong agreement with the statement, and thirty-five percent (fifty-two) agreed. Eighteen percent (twenty-

Table 9

Responses of Principals and Librarians Regarding the Opinion  
that the Principal Indicated Interest in  
Improving the Library Program

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	100	70	42	30	0	0	0	0	0	0	142
Librarians	83	56	44	29	9	6	11	7	3	2	150



Table 10

Responses of Principals and Librarians Regarding the Opinion  
that the Principal was Supportive of the  
Library's Policies and Procedures

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	102	72	40	28	0	0	0	0	0	0	142
Librarians	77	51	54	36	9	6	6	4	4	3	150

seven) disagreed, and eleven percent (seventeen) strongly disagreed. Four percent of the principals (six) and twenty-three percent of the librarians (thirty-four) were undecided.

Summary of Responses  
from Tables 7-11

In order to answer the second major question of this study, the responses from Tables 7-11 were summarized in Table 12. A review of the responses from principals indicated that they had positive attitudes concerning the library program. Negative responses were found only in regard to the statement concerning the adequacy of the existing library staff, thereby reflecting the opinion that the existing library staff was inadequate in number to achieve the objectives of the library program. Those principals who responded negatively, therefore, believed that more personnel were needed on the library staff. As reported in Table 12, ninety-one percent of the principals (one hundred twenty-nine) were in agreement with all statements concerning the principal's attitude. Of those, twenty-eight percent (forty) agreed, and sixty-three percent (eighty-nine) strongly agreed. Thirteen percent of the principals (eighteen) were in disagreement, with ten percent (fourteen) registering a negative response and three percent (four) indicating a strong negative response.

Among the librarians, thirty-five percent (fifty-three) agreed and forty-three percent (sixty-four) strongly agreed with all statements. Eight percent (twelve) disagreed and four percent (six) strongly disagreed, which resulted in a total percentage of twelve, or eighteen librarians in disagreement. One percent of the principals (one) and ten percent of the librarians (fifteen) were undecided. Since less than

Table 11

Responses of Principals and Librarians Regarding the Opinion  
that the Principal Believed that the Existing Library  
Staff was Adequate in Number to Achieve the  
Objectives of the Library Program

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	34	24	46	33	6	4	32	23	24	16	142
Librarians	20	13	52	35	34	23	27	18	17	11	150

ten percent of the librarians responded negatively to each statement, with the exception of the one concerning the size of the library staff, approximately ninety percent believed that the principal had a positive attitude toward the library program. Principals and librarians, therefore, were highly in accord in the belief that the principal's attitude toward the library program was positive.

The second group of five statements on the questionnaire was given a total of twenty points in value by a panel of experts. Those five statements accounted for twenty percent of the total estimate of administrative support for elementary school libraries in Louisiana, according to this study.

Degree of Administrative Support for the Library Program  
as Evidenced by the Principal's Actions

The perceptions of principals and librarians concerning administrative support for the elementary school library program, as evidenced by the principal's actions, were reported in the following section.

Faculty Status of the  
Librarian

As shown in Table 13, one hundred twenty-three principals, or eighty-seven percent, affirmed that they accorded the librarian with the same faculty status as department heads or counselors. One hundred sixteen librarians, or seventy-eight percent, were in agreement. Ninety-two principals (sixty-four percent) strongly agreed with that position, and thirty-one (twenty-three percent) agreed; sixty-one librarians (forty-one percent) strongly agreed, and fifty-five (thirty-seven percent) agreed. Thirteen principals (nine percent) and fifteen librarians (ten percent) were undecided about the matter. Five princi-

Table 12

Summary of Responses of Principals and Librarians in Tables  
Seven Through Eleven which Indicated the Principal's  
Attitude Toward the Library Program

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	444	63	202	28	8	1	32	10	24	3	710*
Librarians	324	43	262	35	72	10	62	8	30	4	750*

\* Figure represents a summary of the respondents in Tables 7-11.

pals (four percent) disagreed, which indicated that they did not accord the librarian with the same status as department heads or counselors. Nineteen librarians (twelve percent) registered negative responses. Of those, eleven librarians (seven percent) disagreed, and eight (five percent) strongly disagreed.

Use of the Library by  
the Principal

It was revealed in Table 14 that eighty-nine percent of the administrators (one hundred twenty-six) agreed with the statement that the principal set a positive example for the faculty and students by using the library himself, while six percent (nine) disagreed with that statement. Among the principals who responded affirmatively, forty-eight percent (sixty-eight) agreed, and forty-one percent (fifty-eight) strongly agreed. A total of sixty percent of the librarians (ninety) believed that the principal set a positive example. Of those librarians, thirty-nine percent (fifty-eight) agreed, and twenty-one percent (thirty-two) strongly agreed. Nineteen percent of the librarians (twenty-nine), however, disagreed; and, thirteen percent (nineteen) strongly disagreed. A total of thirty-two percent of the librarians (ninety) responded in a negative manner. Five percent of the principals (seven) and eight percent of the librarians (twelve) were undecided.

Use of School Funds by the  
Principal to Supplement  
the Library Budget

Seventy-six percent of the principals (one hundred eight) reported that they supplemented the library budget with school funds.

Table 13

Responses of Principals and Librarians Regarding the Opinion  
that the Principal Accorded the Librarian the Same  
Faculty Status as Department Heads or Counselors

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	92	64	31	23	13	9	5	4	0	0	142
Librarians	61	41	55	37	15	10	11	7	8	5	150

Table 14

Responses of Principals and Librarians Regarding the Opinion  
that the Principal Set a Positive Example for the Faculty  
and Students by Using the Library Himself

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	58	41	68	48	7	5	9	6	0	0	142
Librarians	32	21	58	39	12	8	29	19	19	13	150



Sixteen percent of the principals (twenty-three) disagreed. As indicated in Table 15, thirty-six percent of the principals (fifty-one) strongly agreed, forty percent (fifty-seven) agreed, and eight percent (eleven) were undecided. Thirteen percent of the principals (nineteen) disagreed with the statement, and three percent (four) strongly disagreed. Among the librarians, thirty-one percent (forty-six) strongly agreed, thirty-eight percent (fifty-seven) agreed, and six percent (nine) were undecided. Twenty percent of the librarians (thirty) disagreed, and five percent (eight) strongly disagreed. Twenty-five percent of the librarians, therefore, did not agree with the statement that the principal supplemented the library budget with school funds.

#### Use of the Library as a Study Hall

According to a review of the literature, the library should be used for library related purposes, not as a study hall. Therefore, agreement with the statement that the principal allowed the library to be used as a study hall indicated a lack of administrative support in that matter. Table 16 disclosed that fifteen percent of the principals (twenty-one) agreed with that statement, and eight percent (eleven) strongly agreed. Thirty percent of the principals (forty-three) disagreed, and thirty-six percent (fifty-one) strongly disagreed. Eleven percent (sixteen) were undecided. Responses from librarians revealed that thirteen percent (twenty) agreed, and six percent (nine) strongly agreed. Thirty-two percent (forty-eight) were in disagreement, and forty-one percent (sixty-one) strongly disagreed. Eight percent of the librarians (twelve) were undecided. A total of sixty-six percent of the principals (ninety-four) did not allow the library to be used as a

Table 15

Responses of Principals and Librarians Regarding the  
Opinion that the Principal Supplemented the  
Library Budget with School Funds

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	51	36	57	40	11	8	19	13	4	3	142
Librarians	46	31	57	38	9	6	30	20	8	5	150

Table 16

Responses of Principals and Librarians Regarding the  
Opinion that the Principal Allowed the  
Library to be Used as a Study Hall

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	11	8	21	15	16	11	43	30	51	36	142
Librarians	9	6	20	13	12	8	48	32	61	41	150

study hall, and seventy-three percent of the librarians (one hundred nine) concurred.

Use of the Library as a Regular  
Meeting Room for Non-Library  
Related Functions

As stated previously in the review of the literature, the library should be used for library related purposes, not as a regular meeting room for non-library functions. Agreement with such a practice indicated, therefore, a lack of administrative support. As reported in Table 17, fifty-four percent of the principals (seventy-six) agreed with the statement that the principal allowed the library to be used as a regular meeting room for non-library related functions. Forty-two percent of the principals (sixty) disagreed. Sixty-two percent of the librarians (ninety-three) agreed with the statement, while thirty-three percent (forty-nine) disagreed. Further analysis revealed that fourteen percent of the principals (twenty) strongly agreed, forty percent (fifty-six) agreed, twenty percent (twenty-nine) disagreed, and twenty-two percent (thirty-one) strongly disagreed. Twenty-eight percent of the librarians (forty-two) strongly agreed, thirty-four percent (fifty-one) agreed, twenty-four percent (thirty-six) disagreed, and nine percent (thirteen) strongly disagreed. Four percent of the principals (six) and five percent of the librarians (eight) were undecided.

Enlistment of Aid to Keep the  
Library as Clean and  
Attractive as Possible

As shown in Table 18, one hundred thirty-six principals (ninety-five percent) agreed that they enlisted the aid of library patrons and the custodial staff to keep the library as clean and attractive as pos-

Table 17

Responses of Principals and Librarians Regarding the Opinion that  
the Principal Allowed the Library to be Used as a Regular  
Meeting Room for Non-Library Related Functions

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	20	14	56	40	6	4	29	20	31	22	142
Librarians	42	28	51	34	8	5	36	24	13	9	150

sible; four principals (three percent) disagreed. Among the librarians, one hundred thirteen (seventy-five percent) agreed, while twenty-one (fourteen percent) disagreed. Specifically, fifty-six principals (thirty-nine percent) agreed, eighty (fifty-six percent) strongly agreed, one (one percent) disagreed, and three (two percent) strongly disagreed. Two principals (two percent) were undecided. Seventy-two librarians (forty-eight percent) agreed with the statement, and forty (twenty-seven percent) strongly agreed, while eighteen (twelve percent) disagreed, and three (two percent) strongly disagreed. Sixteen librarians (eleven percent) were undecided.

Needed Maintenance and  
Repair Work Checked

Ninety-five percent of the principals (one hundred thirty-five) agreed that they checked on needed maintenance and repair work in order to keep the library in good condition; three percent (four) disagreed. In contrast, seventy-one percent of the librarians (one hundred seven) registered positive responses, while nineteen percent (twenty-eight) gave negative responses. As indicated in Table 19, fifty-seven percent of the principals (eighty-one) strongly agreed, thirty-eight percent (fifty-four) agreed, three percent (four) disagreed, and none strongly disagreed. Thirty-three percent of the librarians (fifty) strongly agreed, thirty-eight percent (fifty-seven) agreed, sixteen percent (twenty-four) disagreed, and three percent (four) strongly disagreed. Two percent of the principals (three) and ten percent of the librarians (fifteen) were undecided about whether or not the principal checked on needed maintenance and repair work in the library.

Competent Support Staff

Table 18

Responses of Principals and Librarians Regarding the Opinion that the  
Principal Enlisted the Aid of Library Patrons and the Custodial  
Staff to Keep the Library as Clean and Attractive as Possible

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	80	56	56	39	2	2	1	1	3	2	142
Librarians	41	27	72	48	16	11	18	12	3	2	150

Table 19

Responses of Principals and Librarians Regarding the Opinion  
that the Principal Checked on Needed Maintenance and Repair  
Work in Order to Keep the Library in Good Condition

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	81	57	54	38	3	2	4	3	0	0	142
Librarians	50	33	57	38	15	10	24	16	4	3	150



### Provided

It was reported in Table 20 that one hundred two principals (seventy-two percent) agreed that competent support staff was provided so that the librarian's time was not taken up by routine duties and clerical tasks; eighty librarians (fifty-three percent), however, disagreed. Sixty-two principals (forty-four percent) agreed that competent support was provided, and forty (twenty-eight percent) strongly agreed, but fifty librarians (thirty-three percent) disagreed, and thirty (twenty percent) strongly disagreed. Thirty-eight librarians (twenty-six percent) were in agreement with the statement, and eighteen (twelve percent) strongly agreed. Among the principals who responded negatively, were twenty (fourteen percent) who disagreed, and three (two percent) who strongly disagreed. Seventeen principals (twelve percent) and fourteen librarians (nine percent) were undecided.

### Absence of Support Staff

As shown in Table 21, eighty-nine percent of the principals (one hundred twenty-seven) reported that time was allowed in the librarian's schedule for him to attend to routine duties and clerical tasks, as well as instructional and managerial duties, if support staff members were not available. Nine percent of the principals (twelve) disagreed with that statement. Among the librarians, a total of seventy-four percent (one hundred eleven) agreed with the statement, while twenty-two percent (thirty-three) disagreed. Registering votes of agreement were forty-two percent of the principals (sixty) and forty-four percent of the librarians (sixty-six), while forty-seven percent of the principals (sixty-seven) and thirty percent of the librarians (forty-five) strongly agreed. Among those who disagreed with the state-

Table 20

Responses of Principals and Librarians Regarding the Opinion that the  
Principal Provided Competent Support Staff so that the Librarian's  
Time Was not Taken Up by Routine Duties and Clerical Tasks

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	40	28	62	44	17	12	20	14	3	2	142
Librarians	18	12	38	26	14	9	50	33	30	20	150

ment were eleven principals (eight percent) and twenty-four librarians (sixteen percent). One principal (one percent) and ten librarians (three percent) strongly disagreed. Among those who were undecided were three principals (two percent) and six librarians (four percent). A total of twelve principals (nine percent) and thirty-three librarians (twenty-two percent), therefore, indicated that time was not allowed in the librarian's schedule to attend to routine duties and clerical tasks, if support staff were unavailable.

#### Enforcement of Library Policies and Procedures

It was revealed in Table 22 that ninety-seven percent of the administrators (one hundred thirty-eight) agreed that the principal solicited the cooperation of the faculty in order to aid the librarian in the enforcement of library policies and procedures. Fifty-six percent of the principals (eighty) strongly agreed with the statement, while forty-one percent (fifty-eight) agreed, and three percent (four) were undecided. None registered disagreement. A total of seventy-five percent of the librarians (one hundred twelve) responded in a positive manner. Fifty-eight librarians (thirty-nine percent) agreed with the statement, and fifty-four (thirty-six percent) strongly agreed. Fourteen librarians (nine percent) were undecided. Responding in a negative manner to the statement, were a total of twenty-four librarians (sixteen percent). Twenty of that number (thirteen percent) disagreed, and four (three percent) strongly disagreed that the principal solicited cooperation in the enforcement of library policies and procedures.

#### Summary of Responses from Tables 13-22

Table 21

Responses of Principals and Librarians Regarding the Opinion that the Principal Allowed Time in the Librarian's Schedule for Him to Attend to Routine Duties and Clerical Tasks, as Well as Instructional and Managerial Duties, if Support Staff Was not Provided

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	67	47	60	42	3	2	11	8	1	1	142
Librarians	45	30	66	44	6	4	24	16	9	6	150

Table 22

Responses of Principals and Librarians Regarding the Opinion that the Principal  
Solicited the Cooperation of the Faculty in Order to Aid the Librarian  
in the Enforcement of Library Policies and Procedures

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	80	56	58	41	4	3	0	0	0	0	142
Librarians	54	36	58	39	14	9	20	13	4	3	150

In order to answer the third major question of this study, the responses to statements concerning the actions of the principal in regard to the library program, as reported in Tables 13-22, were summarized in Table 23. It was shown that principals agreed most consistently in the matters of enlisting the aid of library patrons and the custodial staff in keeping the library as clean and attractive as possible, checking on needed maintenance and repair work in order to keep the library in good condition, and soliciting the cooperation of the faculty in order to aid the librarian in the enforcement of library policies and procedures. The greatest diversity of opinion among principals was found in the responses which concerned the use of the library as a study hall or as a regular meeting room for non-library related functions. Since positive responses to those statements indicated a lack of administrative support, as reported in the review of the literature, the results were reversed in order to obtain a composite percentage in correct alignment.

There were striking differences among principals and librarians in response to certain statements concerning the principal's actions in regard to the library program. Fifty-three percent of the librarians (eighty), as compared to sixteen percent of the principals (twenty-three), disagreed with the statement that the principal provided competent support staff so that the librarian's time would not be taken up by routine duties and clerical tasks. Twelve percent of the librarians (eighteen) disagreed with the statement that the principal accorded the librarian with the same faculty status as department heads or counselors, while four percent of the administrators (six) disagreed.

Six percent of the principals (nine) responded that they did not

use the library themselves, but thirty-two percent of the librarians (forty-eight) reported that the principal was not a library patron. Sixteen percent of the principals (twenty-three) disagreed with the statement concerning the use of school funds to supplement the library budget, while twenty-five percent of the librarians (thirty-eight) disagreed that school funds were used for that purpose. Nine percent of the principals (thirteen) reported that they did not allow time in the librarian's schedule for him to attend to routine duties and clerical tasks, as well as instructional and managerial duties, if support staff members were unavailable; however, twenty-two percent of the librarians (thirty-three) reported that they were not allotted time in their schedule for routine duties and clerical tasks under those circumstances. Finally, no administrator disagreed with the statement that the principal solicited the cooperation of the faculty in order to aid the librarian in the enforcement of library policies and procedures, yet sixteen percent of the librarians (twenty-four) disagreed.

It was shown in Table 23 that eighty-one percent of the principals agreed or strongly agreed with statements which indicated positive actions in support of library programs and thirteen percent disagreed or strongly disagreed. A total of sixty-four percent of the librarians believed that the actions of their principals supported the library program, while a total of twenty-eight percent registered negative responses. Six percent of the principals and eight percent of the librarians were undecided. It was concluded, therefore, that only a moderate degree of administrative support for elementary school library programs, as reflected by the responses of participants in this study, existed in Louisiana. Of noteworthy concern was the difference between the perceptions

of the two groups of professionals in regard to the administrator's actions.

The third division on the questionnaire, which consisted of a set of ten statements, was assigned a total of thirty points in value by a panel of experts. According to this study, those ten statements accounted for thirty percent of the total estimate of administrative support for elementary school libraries in Louisiana.

#### The Working Relationship Between the Principal and the Librarian

The perceptions of principals and librarians concerning the working relationship between the principal and the librarian were considered and analyzed in this section.

#### Formulation of School Policies Concerning the Library Program

Ninety-eight percent of the principals (one hundred thirty-nine) and ninety percent of the librarians (one hundred thirty-five) agreed that the principal allowed the librarian to assist in the formulation of school policies which concerned the library program. It was disclosed in Table 24 that thirty-nine percent of the principals (fifty-five) and forty-one percent of the librarians (sixty-one) agreed with that statement, and fifty-nine percent of the principals (eighty-four), in addition to forty-nine percent of the librarians (seventy-four), strongly agreed. None of the principals registered a negative response, but two percent of the librarians (three) disagreed with the statement, and four percent (six) strongly disagreed. A total of six percent of the librarians (nine), therefore, responded that the principal did not allow the librarian to assist in the formulation of school policies



Table 23

Summary of Responses of Principals and Librarians in Tables Thirteen  
Through Twenty-two which Indicated the Degree to which the  
Principal's Actions Supported the Library Program

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	631	44	519	37	82	6	146	10	42	3	1420*
Librarians	421	28	545	36	121	8	277	19	136	9	1500*

\* Figure represents a summary of the respondents in Tables 13-22.

which concerned the library program. Two percent of the principals (three) and four percent of the librarians (six) were undecided.

Goals and Objectives of  
the Library Program  
Planned Cooperatively

As shown in Table 25, ninety-six percent of the principals (one hundred thirty-six) held the opinion that the principal and the librarian worked cooperatively in planning the goals and objectives of the library program; one percent (two), however, disagreed and three percent (four) were undecided. Seventy-six percent of the librarians (one hundred thirteen) were affirmative in their responses; sixteen percent (twenty-five) disagreed with the statement, and eight percent (twelve) were undecided. Of the principals who responded, fifty-seven (forty percent) agreed, and seventy-nine (fifty-six percent) strongly agreed; while, fifty-seven librarians (thirty-eight percent) agreed, and fifty-six (thirty-eight percent) strongly agreed. Only two principals (one percent) were in disagreement with the statement; but, twenty librarians (thirteen percent) disagreed, and five (three percent) strongly disagreed that the principal and librarian worked cooperatively in planning the goals and objectives of the library program.

Assistance in Planning the  
Library Schedule

In regard to planning the library schedule, it was revealed in Table 26 that ninety-seven percent of the principals (one hundred thirty-eight) allowed the librarian to assist in planning the schedule for the library; however, sixteen percent of the librarians (twenty-three) disagreed. Forty-four principals (thirty-one percent) affirmed the fact that they allowed the librarian to assist in planning the library

Table 24

Responses of Principals and Librarians Regarding the Opinion that the  
Principal Allowed the Librarian to Assist in the Formulation of  
School Policies Concerning the Library Program

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	84	59	55	39	3	2	0	0	0	0	142
Librarians	74	49	61	41	6	4	3	2	6	4	150

Table 25

Responses of Principals and Librarians Regarding the Opinion that the  
Principal and the Librarian Worked Cooperatively in Planning  
the Goals and Objectives of the Library Program

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	79	56	57	40	4	3	2	1	0	0	142
Librarians	56	38	57	38	12	8	20	13	5	3	150

schedule, and ninety-four (sixty-six percent) were strongly affirmative. Among the librarians, forty-one (twenty-seven percent) agreed with that statement, and eighty-five (fifty-six percent) strongly agreed. One principal (one percent) responded in a negative manner, and three principals (two percent) were undecided. Sixteen librarians (eleven percent) disagreed with the statement, and seven (five percent) strongly disagreed that they were allowed to assist in planning the library schedule.

Provision of Time for the  
Librarian to Meet with  
Teachers

As observed in Table 27, ninety-two percent of the principals (one hundred thirty-two) believed that they provided sufficient time for the librarian to meet with teachers in order to coordinate library services and activities with classroom instruction; twenty-three percent of the librarians (thirty-four), however, disagreed. Sixty principals (forty-two percent) reacted positively to the statement, and another seventy-two (fifty percent) were very positive about that practice. Fifty-six librarians (thirty-seven percent) agreed, and forty-six (thirty-one percent) strongly agreed. Among those responding in a negative manner, were five principals (four percent) and thirty-four librarians (twenty-three percent). Of those, ten librarians (seven percent) strongly disagreed. Five principals (four percent) and fourteen librarians (nine percent) were undecided about whether or not the principal provided sufficient time for the librarian to meet with teachers.

Release Time for Special

Table 26

Responses of Principals and Librarians Regarding the Opinion that the Principal  
Allowed the Librarian to Assist in Planning the Library Schedule

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	94	66	44	31	3	2	1	1	0	0	142
Librarians	85	56	41	27	1	1	16	11	7	5	150

Table 27

Responses of Principals and Librarians Regarding the Opinion that the  
Principal Provided Sufficient Time for the Librarian to Meet  
with Teachers in Order to Coordinate Library Services  
and Activities with Classroom Instruction

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	72	50	60	42	5	4	5	4	0	0	142
Librarians	46	31	56	37	14	9	24	16	10	7	150

### Library Events

It was reported in Table 28 that ninety percent of the principals (one hundred twenty-nine) agreed that they allowed the librarian to be released from regularly scheduled classes for special library events, such as the observance of Children's Book Week, National Library Week, or book fairs; however, six percent of the principals (eight) disagreed, and four percent (five) were undecided. Among the librarians, seventy-three percent (one hundred nine) responded positively to the statement, while twenty-six percent (thirty-nine) registered disagreement. One percent of the librarians (two) were undecided. It was noted that fifty-two principals (thirty-six percent) agreed, and seventy-seven (fifty-four percent) strongly agreed with the practice. Responding in a similar manner were forty-four librarians (twenty-nine percent) who agreed, and sixty-five (forty-four percent) who strongly agreed. Among those who recorded negative responses were seven principals (five percent), who disagreed, and one (one percent) who strongly disagreed. The other negative responses were from twenty-four librarians (sixteen percent), who disagreed, and fifteen (ten percent) who strongly disagreed.

### Shared Responsibility for Student Conduct and Activities

As revealed in Table 29, one hundred thirty principals (ninety-one percent) held the opinion that they encouraged classroom teachers to share responsibility with the librarian for student conduct and activities while their students were in the library; but, seven principals (five percent) did not follow that practice. Ninety-eight librarians (sixty-six percent) were in agreement with the statement con-



Table 28

Responses of Principals and Librarians Regarding the Opinion that the Principal  
Released the Librarian from Regularly Scheduled Classes for Special  
Library Events, Such as the Observance of Children's Book Week,  
National Library Week, or Book Fairs

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	77	54	52	36	5	4	7	5	1	1	142
Librarians	65	44	44	29	2	1	24	16	15	10	150

cerning shared responsibility, while forty-seven (thirty-one percent) were not. Specifically, forty-seven principals (thirty-three percent) and forty-nine librarians (thirty-three percent) responded positively; while, another eighty-three principals (fifty-eight percent) and forty-nine librarians (thirty-three percent) recorded a strong positive response. Six principals (four percent) did not encourage the practice of shared responsibility, and one principal (one percent) strongly disagreed with that practice. Among the librarians, twenty-six (seventeen percent) responded negatively, and twenty-one (fourteen percent) were in strong disagreement. Thirty-one percent of the librarians (forty-seven), therefore, held the opinion that the principal did not encourage classroom teachers to share responsibility with the librarian for student conduct and activities while their students were in the library. Five principals (four percent) were undecided; and, five librarians (three percent) were also undecided.

Cooperation in Seeking  
Solutions to Library  
Problems

Ninety-seven percent of the principals (one hundred thirty-eight) and seventy-seven percent of the librarians (one hundred sixteen) agreed with the statement that the principal cooperated with the librarian in seeking solutions to problems concerning the library. As shown in Table 30, fifty-five principals (thirty-nine percent) and fifty-four librarians (thirty-six percent) registered affirmative responses, while eighty-three principals (fifty-eight percent) and sixty-two librarians (forty-one percent) were strongly affirmative in their responses. Three principals (two percent) and twenty-two librarians (fifteen percent)

Table 29

Responses of Principals and Librarians Regarding the Opinion that the  
Principal Encouraged the Classroom Teacher to Share Responsibility  
with the Librarian for Student Conduct and Activities while  
their Students were in the Library

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	83	58	47	33	5	4	6	4	1	1	142
Librarians	49	33	49	33	5	3	26	17	21	14	150

disagreed with the statement, but no one disagreed strongly. Among the undecided were one principal (one percent) and twelve librarians (eight percent).

Working Relationship Between  
the Principal and Librarian

As indicated in Table 31, one hundred thirty-nine principals (ninety-eight percent) believed that a harmonious working relationship existed between himself and the librarian; moreover, one hundred twenty-eight librarians (eight-five percent) agreed. None of the principals gave negative responses; however, nine librarians (six percent) were in disagreement with the statement. No one strongly disagreed. Forty-five principals (thirty-two percent) and fifty-eight librarians (thirty-eight percent) believed that their working relationships were harmonious, while another group of ninety-four principals (sixty-six percent) and seventy librarians (forty-seven percent) agreed strongly with that belief. Three principals (two percent) and thirteen librarians (nine percent) were undecided about the matter.

Satisfaction of the Librarian  
with Working Conditions

It was noted in Table 32, that ninety-three percent of the principals (one hundred thirty-two) believed that the librarian was satisfied with the general working conditions of his job. Eighty-one percent (one hundred twenty-two) of the librarians affirmed that position. Fifty-seven principals (forty percent) and seventy-one librarians (forty-seven percent) responded positively, while another seventy-five principals (fifty-three percent) and fifty-one librarians (thirty-four percent) were in strong agreement. Six principals (four percent) did not believe

Table 30

Responses of Principals and Librarians Regarding the Opinion that the  
Principal Cooperated with the Librarian in Seeking Solutions  
to Problems Concerning the Library

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	83	58	55	39	1	1	3	2	0	0	142
Librarians	62	41	54	36	12	8	22	15	0	0	150

Table 31

Responses of Principals and Librarians Regarding the Opinion that  
the Principal Believed that a Harmonious Working Relationship  
Existed Between Himself and the Librarian

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	94	66	45	32	3	2	0	0	0	0	142
Librarians	70	47	58	38	13	9	9	6	0	0	150

that the librarian was satisfied with the general working conditions of his job; furthermore, fourteen librarians (nine percent) were of the same opinion, and seven (five percent) felt strongly in that regard. Four principals (three percent) and seven librarians (five percent) did not reach a conclusion regarding that topic.

The Principal's Support of  
the Library Program as  
Rated by the Librarian

Ninety-two percent of the principals (one hundred thirty-one) believed that they would be rated highly by their librarians in regard to their level of administrative support for the library. Ninety-one percent of the librarians (one hundred thirty-five) agreed with those principals. As reported in Table 33, the responses from principals and librarians were nearly identical. Forty-eight percent of the principals (sixty-nine) strongly agreed with the belief that they would be rated highly, and forty-eight percent of the librarians (seventy) confirmed that belief. An additional group of sixty-two principals (forty-four percent) and sixty-five librarians (forty-three percent) responded in a positive manner. Three principals (two percent) did not believe that they would be rated highly by their librarians. Negative responses were recorded by seven librarians (four percent), five (three percent) of whom disagreed, and two (one percent) strongly disagreed.

Summary of Responses  
from Tables 24-33

In order to answer the fourth major question of the study, the responses from Tables 24-33 were summarized in Table 34. The fourth major question concerned the working relationship between the principal and the librarian. As shown in Table 34, over ninety percent of the

Table 32

Responses of Principals and Librarians Regarding the Opinion that  
the Principal Believed that the Librarian was Satisfied with  
the General Working Conditions of His Job

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	75	53	57	40	4	3	6	4	0	0	142
Librarians	51	34	71	47	7	5	14	9	7	5	150



Table 33

Responses of Principals and Librarians Regarding the Opinion that the Principal  
Believed that He Would be Rated Highly by the Librarian in Regard to His  
Level of Administrative Support for the Library

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	69	48	62	44	8	6	3	2	0	0	142
Librarians	70	48	65	43	8	5	5	3	2	1	150

principals consistently responded to each item in a positive manner, indicating that they were supportive of the librarian and the library program. Responses from librarians, however, varied from item to item.

Thirty-one percent of the librarians (forty-seven) disagreed with the statement that the principal encouraged the classroom teacher to share responsibility with the librarian for student conduct and activities while their students were in the library. Twenty-six percent of the librarians (thirty-nine) disagreed that the principal released the librarian from regularly scheduled classes for special library events, such as the observance of Children's Book Week, National Library Week, or book fairs; and, twenty-three percent (thirty-five) disagreed that the principal provided sufficient time for the librarian to meet with teachers in order to coordinate library services and activities with classroom instruction. Although the majority of the librarians responded in a positive manner, negative responses to those and to other items indicated the existence of particular problems in specific school settings.

It was important to note, however, that in two areas nearly all principals and librarians were in agreement. Ninety-eight percent of the principals (one hundred thirty-nine) and ninety percent of the librarians (one hundred thirty-five) concurred in the opinion that the principal allowed the librarian to assist in the formulation of school policies which concerned the library program. Moreover, ninety-two percent of the principals (one hundred thirty-one) and ninety-one percent of the librarians (one hundred thirty-seven) agreed that the principal believed that he would be rated highly by the librarian in regard to

his level of administrative support for the library. Those responses indicated that over ninety percent of the librarians were regarded as professionals with important contributions to make and that over ninety percent of the principals possessed a high level of morale regarding their working relationship with the librarian and the library program.

In summary, it was shown in Table 34 that ninety-five percent of the principals responded in a positive manner to statements which indicated strong administrative support and a good working relationship with their school librarians. Seventy-nine percent of the librarians also responded positively. Only two percent of the principals and sixteen percent of the librarians responded negatively, thereby indicating that the working relationship between the principal and the librarian was not good. Three percent of the principals and five percent of the librarians were undecided. In conclusion, it was found that although some differences of opinion were expressed, the working relationship between the principal and the librarian in a majority of the cases was good.

Each item in this section was given a value of three points by a panel of experts. The total weighted value of the last ten statements on the questionnaire was thirty points, or according to this study, thirty percent of the total estimate of administrative support for elementary school libraries in Louisiana.

Table 34

Summary of Responses of Principals and Librarians in Tables Twenty-four  
Through Thirty-three which Reflected the Working Relationship  
Between the Principal and the Librarian

Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Principals	810	57	534	38	41	3	33	2	2	0	1420*
Librarians	628	42	556	37	80	5	163	11	73	5	1500*

\* Figure represents a summary of the respondents in Tables 24-33.

## Chapter 4

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to summarize the statement of the problem, to review the procedures used, and to present the findings of this study. Conclusions and recommendations, based upon the findings, were made and suggestions for further study were offered.

#### Summary

The purpose of this study was to determine levels of administrative support for library programs in selected public elementary schools in Louisiana, as perceived by principals and librarians. Areas surveyed included the awareness, attitude, and actions of the principal concerning the library program and the working relationship between the principal and the librarian.

A survey was made in order to measure varying degrees of agreement or disagreement with statements posed for response on a questionnaire. Questionnaires were sent to one hundred fifty-five principals and one hundred fifty-five librarians. Ninety-two percent of the principals responded; and, ninety-six percent of the librarians also returned questionnaires. Responses were tabulated, and percentages were calculated separately for principals and librarians. Total percentages were then compiled for each of the four major questions which were presented in the statement of the problem. The findings were analyzed and interpreted.

The first five statements on the questionnaire concerned the principal's awareness of various facets of the library program and his cognizance of any existing problems concerning the library. Responses from principals and librarians indicated a general consensus of thought. Ninety-nine percent of the principals (one hundred forty) and eighty-two percent of the librarians (one hundred twenty-three) agreed with the statements presented. No principals disagreed, and only nine percent of the librarians (fourteen) responded negatively. Therefore, in the opinion of the principals, the degree of awareness and cognizance was high; while, in the opinion of librarians, the degree was moderate. Weighted with a value of twenty percent of the total questionnaire, the first five statements resulted in a finding of a moderate to high degree of administrative support for elementary school library programs in Louisiana.

The second set of five statements on the questionnaire dealt with the principal's attitude toward the library program. Ninety-one percent of the principals (one hundred twenty-nine) responded in a positive manner. Negative responses were found only in regard to the statement concerning the adequacy of the existing library staff, which reflected the opinion that the existing library staff was inadequate in number to achieve the objectives of the library program. Among the librarians, less than ten percent responded negatively to any statement, with the exception of the one concerning the size of the library staff, so approximately ninety percent believed that the principal had a positive attitude toward the library program. Principals and librarians, therefore, were highly in accord in the belief that the principal's attitude toward the library program was positive. Weighted with a total value of

twenty points by a panel of experts, the second set of five statements accounted for twenty percent of the total estimate of administrative support for elementary school libraries.

The third set of statements were designed to determine the degree of administrative support which the library received, as evidenced by the principal's actions. Responses from principals and librarians indicated that there was a moderate degree of administrative support in this category. Principals agreed most consistently in the matters of enlisting the aid of library patrons and the custodial staff in order to keep the library as clean and attractive as possible, checking on needed maintenance and repair work in order to keep the library in good condition, and soliciting the cooperation of the faculty in order to aid the librarian in the enforcement of library policies and procedures. The greatest diversity of opinion among principals was found in the responses concerning the use of the library as a study hall or as a regular meeting room for non-library related functions.

Differences of opinion between principals and librarians were found in several cases. Fifty-three percent of the librarians (eighty), as compared to sixteen percent of the principals (twenty-three), disagreed with the statement that the principal provided competent support staff so that the librarian's time would not be taken up by routine duties and clerical tasks. Twenty-five percent of the librarians (thirty-eight) disagreed with the statement concerning the use of school funds to supplement the library budget; while, only sixteen percent of the principals disagreed. Sixteen percent of the librarians (twenty-four) disagreed that the principal solicited the cooperation of the faculty in order to aid the librarian in the enforcement of library

policies and procedures, while no administrators disagreed.

Indications of a lack of administrative support in some instances were reflected in the responses from several librarians. Twelve percent of the librarians (eighteen) reported that the principal did not accord the librarian with the same faculty status as department heads or counselors. Thirty-two percent of the librarians (forty-eight) responded that the principal did not use the library himself, and twenty-two percent (thirty-three) replied that they were not allotted time in their schedules for routine duties and clerical tasks when support personnel were not available.

A total of eighty-one percent of the principals agreed or agreed strongly with statements which indicated positive actions in support of library programs and thirteen percent disagreed or strongly disagreed. A total of sixty-four percent of the librarians believed that the actions of their principals supported the library program, while a total of twenty-eight percent registered negative responses. Six percent of the principals and eight percent of the librarians were undecided. Weighted with a value of thirty percent of the total indication of administrative support for elementary school libraries, the third set, consisting of ten statements, yielded results which indicated a moderate degree of support as evidenced by the principal's actions.

The working relationship between the principal and the librarian was the last topic under consideration in this study. The final set of ten statements was given a weighted value of thirty percent of the total estimate of administrative support for library programs in Louisiana. Over ninety percent of the principals consistently responded to each statement in a positive manner and by doing so, indicated that they were



supportive of their library programs. Responses from librarians, however, were varied.

Thirty-one percent of the librarians (forty-seven) disagreed that the principal encouraged the classroom teacher to share responsibility with the librarian for student conduct and activities while students were in the library. Twenty-six percent of the librarians (thirty-nine) disagreed that the principal released them from regularly scheduled classes for special library events. Moreover, twenty-three percent (thirty-five) disagreed that the principal provided sufficient time for the librarian to meet with teachers in order to coordinate library services and activities with classroom instruction.

Differences of opinion between principals and librarians were noticeable in each item in the last section, with the exception of two cases. Ninety-eight percent of the principals (one hundred thirty-nine) and ninety percent of the librarians (one hundred thirty-five) agreed that the principal allowed the librarian to assist in the formulation of school policies which concerned the library program. Moreover, ninety-two percent of the principals (one hundred thirty-one) and ninety-one percent of the librarians (one hundred thirty-seven) agreed that the principal believed that he would be rated highly by the librarian in regard to his level of administrative support for the library.

In summary, ninety-five percent of the principals responded positively to statements which indicated that they had a satisfactory working relationship with their school librarian. Seventy-nine percent of the librarians also responded in a positive manner. A total of two percent of the principals and sixteen percent of the librarians responded nega-

tively. Among the undecided were three percent of the principals and five percent of the librarians. It was concluded, therefore, that although differences of opinion were expressed by some principals and librarians, the working relationship between the majority of principals and librarians was satisfactory.

### Conclusions

1. Principals were aware of the various facets of the library program and cognizant of existing problems concerning the library program at levels ranging from moderate, in the opinion of librarians, to high, in the opinion of principals.

2. Principals and librarians were highly in accord in the belief that the principal's attitude toward the library program was positive.

3. Principals supported library programs to a moderate degree, as evidenced by their actions.

4. The working relationship between the principal and the librarian was satisfactory in a majority of the cases.

5. Administrative support for library programs in the public elementary schools of Louisiana was found to exist at moderate levels.

### Recommendations

1. Principals should consider more supportive actions in regard to the librarian and the library program, such as providing competent support staff, according the librarian with the same faculty status as department heads or counselors, and encouraging classroom teachers to share responsibility with the librarian for student conduct and activi-

ties while their students use the library.

2. Principals must communicate their expectations concerning the library program to librarians.

3. There is need for principals to provide positive feedback to librarians in regard to library service and instruction which meets their expectations.

4. Librarians should fulfill their duties in an exemplary manner in order to attain and maintain the administrative support of principals.

5. Librarians must communicate their expectations and professional requirements to principals.

6. There is need for librarians to advance the movement of improved library services for children through the promotion of the services and benefits of school libraries.

#### Suggested Studies

1. A study could be conducted nationally to assess administrative support for elementary school libraries.

2. A study could be conducted to determine if a series of workshops designed for principals and librarians improved administrative support for school libraries.

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## REFERENCES

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## APPENDICES



APPENDIX A

List of Louisiana Public School Districts

LIST OF LOUISIANA PUBLIC SCHOOL DISTRICTS

Acadia Parish	Jackson Parish
Allen Parish	Jefferson Parish
Ascension Parish	Jefferson Davis Parish
Assumption Parish	Lafayette Parish
Avoyelles Parish	LaFourche Parish
Beauregard Parish	LaSalle Parish
Bienville Parish	Lincoln Parish
Bossier Parish	Livingston Parish
Caddo Parish	Madison Parish
Calcasieu Parish	Morehouse Parish
Caldwell Parish	Natchitoches Parish
Cameron Parish	Orleans Parish
Catahoula Parish	Ouachita Parish
Claiborne Parish	Plaquemines Parish
Concordia Parish	Pointe Coupee Parish
DeSoto Parish	Rapides Parish
East Baton Rouge Parish	Red River Parish
East Carroll Parish	Richland Parish
East Feliciana Parish	Sabine Parish
Evangeline Parish	St. Bernard Parish
Franklin Parish	St. Charles Parish
Grant Parish	St. Helena Parish
Iberia Parish	St. James Parish
Iberville Parish	St. John the Baptist Parish

St. Landry Parish

St. Martin Parish

St. Mary Parish

St. Tammany Parish

Tangipahoa Parish

Tensas Parish

Terrebonne Parish

Union Parish

Vermilion Parish

Vernon Parish

Washington Parish

Webster Parish

West Baton Parish

West Carroll Parish

West Feliciana Parish

Winn Parish

Monroe City

Bogalusa City

APPENDIX B

PANEL OF EXPERTS IN EDUCATION AND LIBRARY SCIENCE

PANEL OF EXPERTS IN EDUCATION AND LIBRARY SCIENCE

Mrs. Fran Brookings  
Librarian  
Byrd High School  
Shreveport, Louisiana

Dr. Patsy Perritt  
Associate Professor of Library Science  
Louisiana State University  
Baton Rouge, Louisiana

Mrs. Betsy St. Julien  
Assistant Professor of Library Science  
Louisiana State University  
Baton Rouge, Louisiana

Mrs. Doyle Sanders  
Supervisor of Libraries  
Caddo Parish Schools  
Shreveport, Louisiana

Mrs. Ferne Turner  
Supervisor of Libraries, Retired  
Caddo Parish Schools  
Shreveport, Louisiana

Mrs. JoAnn Williams  
Librarian  
Broadmoor Jr. High School  
Shreveport, Louisiana

Mrs. Myra Voorhies  
Supervisor of Libraries  
East Baton Rouge Parish Schools  
Baton Rouge, Louisiana

APPENDIX C  
Questionnaire

Grades in school (circle one): K-3 K-4 K-5 K-6 K-8 K-12 1-6 Other \_\_\_\_\_

Number of full-time teachers (check one):

- (a) fewer than 12 \_\_\_\_\_  
 (b) 12-29 \_\_\_\_\_  
 (c) 30-59 \_\_\_\_\_  
 (d) 60-89 \_\_\_\_\_  
 (e) 90 or more \_\_\_\_\_

Student enrollment (check one):

- (a) fewer than 250 \_\_\_\_\_  
 (b) 251-500 \_\_\_\_\_  
 (c) 501-750 \_\_\_\_\_  
 (d) 751-1000 \_\_\_\_\_  
 (e) more than 1000 \_\_\_\_\_

Library personnel (list number):

- (a) Librarian(s)/ Media Specialist(s)  
 (b) Paid non-professional(s)  
 (c) Adult volunteer worker(s)  
 (d) Student volunteer worker(s)

Number full-time Number part-time


Circle one response for each item:

	strongly agree	agree	undecided	disagree	strongly disagree
1. The principal is familiar with the services of the library.	1	2	3	4	5
2. The principal is knowledgeable about the operation of the library.	1	2	3	4	5
3. The principal is aware of library policies and procedures.	1	2	3	4	5
4. The principal is knowledgeable about the duties and responsibilities of the librarian.	1	2	3	4	5
5. The principal is aware of problems related to the library.	1	2	3	4	5
6. The principal believes that the library is important to the school.	1	2	3	4	5
7. The principal makes positive statements to the faculty about the contributions of the library.	1	2	3	4	5
8. The principal indicates interest in improving the library program.	1	2	3	4	5
9. The principal is supportive of the library's policies and procedures.	1	2	3	4	5
10. The principal believes that the existing library staff is adequate in number to achieve the objectives of the library program.	1	2	3	4	5
11. The principal accords the librarian the same faculty status as department heads or counselors.	1	2	3	4	5
12. The principal sets a positive example for the faculty and students by using the library himself.	1	2	3	4	5
13. The principal supplements the library budget with school funds.	1	2	3	4	5
14. The principal allows the library to be used as a study hall.	1	2	3	4	5
15. The principal allows the library to be used as a regular meeting room for non-library related functions.	1	2	3	4	5
16. The principal enlists the aid of library patrons and the custodial staff to keep the library as clean and attractive as possible.	1	2	3	4	5
17. The principal checks on needed maintenance and repair work in order to keep the library in good condition.	1	2	3	4	5
18. The principal provides competent support staff so that the librarian's time is not taken up by routine duties and clerical tasks.	1	2	3	4	5
19. The principal allows time in the librarian's schedule for him to attend to routine duties and clerical tasks, as well as instructional and managerial duties, if support staff is not provided.	1	2	3	4	5

	strongly agree	agree	undecided	disagree	strongly disagree
20. The principal solicits the cooperation of the faculty in order to aid the librarian in the enforcement of library policies and procedures.	1	2	3	4	5
21. The principal allows the librarian to assist in the formulation of school policies concerning the library program.	1	2	3	4	5
22. The principal and the librarian work cooperatively in planning the goals and objectives of the library program.	1	2	3	4	5
23. The principal allows the librarian to assist in planning the library schedule.	1	2	3	4	5
24. The principal provides sufficient time for the librarian to meet with teachers in order to coordinate library services and activities with classroom instruction.	1	2	3	4	5
25. The principal releases the librarian from regularly scheduled classes for special library events, such as the observance of Children's Book Week, National Library Week, or book fairs.	1	2	3	4	5
26. The principal encourages the classroom teacher to share responsibility with the librarian for student conduct and activities while their students are in the library.	1	2	3	4	5
27. The principal cooperates with the librarian in seeking solutions to problems concerning the library.	1	2	3	4	5
28. The principal believes that a harmonious working relationship exists between himself and the librarian.	1	2	3	4	5
29. The principal believes that the librarian is satisfied with the general working conditions of his job.	1	2	3	4	5
30. The principal believes that he will be rated highly by the librarian in regard to his level of administrative support for the library.	1	2	3	4	5

Comments:

☐

I would like to receive a copy of the abstract of this dissertation upon completion of the study.



APPENDIX D

Letter of Transmittal

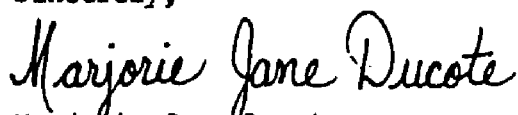
ADMINISTRATIVE SUPPORT OF LIBRARY PROGRAMS IN  
SELECTED PUBLIC ELEMENTARY SCHOOLS IN LOUISIANA

The purpose of this study is to compare the perceptions of principals to the perceptions of librarians in regard to administrative support of library programs in selected public elementary schools in Louisiana. Areas to be surveyed include (1) the awareness, attitude, and actions of the principal concerning the library program and (2) the working relationship between the principal and the librarian. All information will be held in strict confidence. Data will be reported only in categorical terms. No schools, principals, or librarians will be identified.

Honest appraisal and periodic self-evaluation are beneficial to service organizations and to the people who manage them, so please consider the library in your school as it exists today and share your knowledge concerning the library program by responding to the items in the enclosed questionnaire. Estimated time for the completion of the entire questionnaire is ten minutes. Please respond to each item. A self-addressed, stamped envelope is enclosed for the return of the questionnaire at your earliest convenience.

If you wish to receive a copy of the abstract of the dissertation upon completion of this study, please indicate by checking the box provided at the end of the questionnaire. Your participation will be greatly appreciated. Thank you for your cooperation.

Sincerely,



Marjorie Jane Ducote  
122 Lister Street  
Shreveport, Louisiana 71101

APPENDIX E

Letter of Endorsement



STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
TELEPHONE NO: 1-800-272-9872

125

J. KELLY NIX  
State Superintendent

P. O. Box 44064  
Baton Rouge, La.  
70804

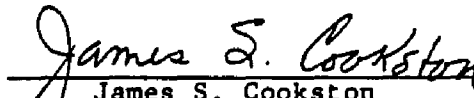
April 1, 1982

TO: Selected Elementary School Librarians and Principals  
FROM: James S. Cookston, School Library Supervisor

The purpose of this letter is to endorse the study and proposed doctoral dissertation of Ms. Marjorie Jane Ducote, a graduate student in the College of Education at Louisiana State University.

I have reviewed Ms. Ducote's proposed study and dissertation and am convinced that it will be influential in future development of elementary school libraries in Louisiana. I can see the study used for possible changes in our college courses for both school librarians and principals and as a basis for continuing education programs at the local level, as well as for future PIPS workshops.

Your response is important, and I urge you to return the completed questionnaire to Ms. Ducote. Please be assured that your efforts will be greatly appreciated.

  
James S. Cookston

JSC/ja

Enclosure

## VITA

Marjorie Jane Ducote was born in Shreveport, Louisiana, on April 24, 1947. She graduated from C. E. Byrd High School in Shreveport in 1965. In 1969, she earned a Bachelor of Science degree in elementary education at Louisiana State University in Baton Rouge and, in the following year, a Master of Education degree with a major in school administration and a minor in library science. She continued graduate study at Louisiana State University intermittently after being employed by the Caddo Parish School System in 1970. In 1976, she was awarded a Master of Library Science degree and was also accredited as a medical librarian. Currently, Miss Ducote is the librarian at the Stoner Hill Elementary Laboratory School in Shreveport, Louisiana.

## EXAMINATION AND THESIS REPORT

Candidate: Marjorie Jane Ducote

Major Field: Education

Title of Thesis: Administrative Support of Library Programs in Selected  
Public Elementary Schools in Louisiana

Approved:

Richard A. Musemeche  
Major Professor and Chairman

William Poyer  
Dean of the Graduate School

### EXAMINING COMMITTEE:

Sam Adams

Sister Marie L. Cairns

Quentin A. Jenkins

Charles W. Saults

Berton Gremillion

Date of Examination:

March 14, 1983